DOCUMENT RESUME

ED 067 583 CG 007 470

AUTHOR	Roberts, Jean; Baird, James T.
TITLE	Behavior Patterns of Children in School. Series 11, Number 110.
INSTITUTION	Health Services and Mental Health Administration (DHEW), Bethesda, Md.
PUB DATE	Feb 72
NOTE	82p.; Data from the National Health Survey
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Behavior Patterns; *Behavior Rating Scales; Behavior Standards; *Elementary School Students; *Elementary School Teachers; *Individual Development; Rating Scales; Social Behavior; Student Role; Study Habits; Teacher Role

ABSTRACT

This report analyzes and describes the behavior patterns of U. S. children aged 6 through 11 years in school. Included are teacher's ratings on facets of behavior closely related to the growth and development of these children, including their degree of adjustment, motor activity, peer acceptance, ability and performance, and their health problems that require the use of special resources or educational methods. A number of significant findings are presented. A strong positive relationship was found between rated ability or performance of children and their behavior ratings in school. Those rated above average in either of these two respects were more likely to be described as well adjusted or otherwise better behaved than their peers. Both intellectual ability and academic performance ratings were related to the rating on the degree of acceptance of children by their classmates. Those rated above average in either respect by their teachers were also rated as being better accepted by their peers as either a team member or leader in competitive group activities than were their less able classmates. (Author/BW)

ED 060178

VITAL and HEALTH STATISTICS

DATA FROM THE NATIONAL HEALTH SURVEY

Series 11—Number 113

06 007 470

NCHS NATIONAL CENTER FOR HEALTH STATISTICS

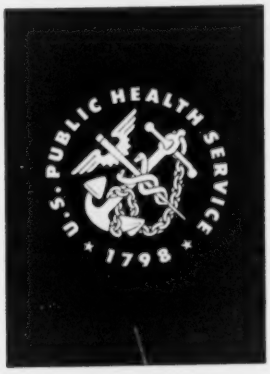
Behavior Patterns of Children in School

United States

U.S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Public Health Service
Health Services and Mental Health Administration

Series 11 reports present findings from the National Health Examination Survey, which obtains data through direct examination, tests, and measurements of samples of the U.S. population. Reports 1 through 38 relate to the adult program; additional reports concerning this program will be forthcoming and will be numbered consecutively. The present report is one of a number of reports of findings from the children and youth programs, Cycles II and III of the Health Examination Survey. These reports, emanating from the same survey mechanism, are being published in Series 11 but are numbered consecutively beginning with 101. It is hoped this will guide users to the data in which they are interested.



Vital and Health Statistics-Series 11-No. 113

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 - Price 75 cents

ED 067583

Data from the
NATIONAL HEALTH SURVEY

Series 11
Number 113

Behavior Patterns of Children in School

United States

Teacher's ratings on the adjustment, motor activity, peer acceptance, health problems, ability, and performance of children 6 through 11 years of age in school.

DHEW Publication No. (HSM) 72-1042

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Public Health Service

Health Services and Mental Health Administration
National Center for Health Statistics

Rockville, Md. February 1972

NATIONAL CENTER FOR HEALTH STATISTICS

THEODORE D. WOOLSEY, *Director*

PHILIP S. LAWRENCE, Sc.D., *Associate Director*

OSWALD K. SAGEN, Ph.D., *Assistant Director for Health Statistics Development*

WALT R. SIMMONS, M.A., *Assistant Director for Research and Scientific Development*

JAMES E. KELLY, D.D.S., *Dental Advisor*

EDWARD E. MINTY, *Executive Officer*

ALICE HAYWOOD, *Information Officer*

DIVISION OF HEALTH EXAMINATION STATISTICS

ARTHUR J. MCDOWELL, *Director*

PAUL T. BRUYERE, *Deputy Director*

JAMES T. BAIRD, JR., *Chief, Methodological Research Staff*

JEAN ROBERTS, *Chief, Medical Statistics Branch*

LINCOLN I. OLIVER, *Chief, Psychological Statistics Branch*

HAROLD J. DUPUY, Ph.D., *Psychological Advisor*

COOPERATION OF THE BUREAU OF THE CENSUS

In accordance with specifications established by the National Health Survey, the Bureau of the Census, under a contractual agreement, participated in the design and selection of the sample, and carried out the first stage of the field interviewing and certain parts of the statistical processing.

Vital and Health Statistics-Series 11-No. 113

DHEW Publication No. (HSM) 72-1042

Library of Congress Catalog Card Number 76-169288

CONTENTS

	Page
Introduction	1
School Questionnaire	2
Findings	2
Limitation of Ratings	2
Grade Progression–Attendance	2
Special Resources	3
Ability–Performance	4
Peer Acceptance	5
Behavior	6
Grade Progress–Other Factors	8
Behavior–Ability–Performance	9
Behavior–Peer Acceptance	10
Peer Acceptance–Ability–Performance	11
Summary	12
References	13
List of Detailed Tables	15
Appendix I. Statistical Notes	71
The Survey Design	71
Reliability	71
Sampling and Measurement Error	72
Small Categories	73
Appendix II. School Questionnaire	75

SYMBOLS	
Data not available	. . .
Category not applicable	. . .
Quantity zero	-
Quantity more than 0 but less than 0.05	0.0
Figure does not meet standards of reliability or precision	*

BEHAVIOR PATTERNS OF CHILDREN IN SCHOOL

Jean Roberts and James T. Baird, Jr., *Division of Health Examination Statistics*

INTRODUCTION

The behavior patterns and problems of children are critical elements reflecting, as well as possibly affecting, their growth and development, both physical and mental. Teacher's ratings of behavior in school provide some insight into this aspect of development.

The Health Examination Survey, from which the data in this report are derived, is one of the major programs of the National Center for Health Statistics concerned with determining and assessing the health status of the population of this country. This program is carried out as a series of surveys in which data are collected through direct examination, tests, and measurements on probability samples of specific segments of the U.S. population.[1]

In the particular survey on which this report is based, a probability sample of the Nation's 24 million noninstitutionalized children 6 through 11 years of age was selected and examined. The standardized examination given during the single visit consisted primarily of an assessment of health factors related to growth and development as well as screening for heart disease, congenital abnormalities, ear-nose-throat conditions, and neuromusculo-skeletal abnormalities. In addition to the medical, dental, and psychological examinations, a variety of tests, procedures, and physical-measurement data for normative purposes were also obtained as previously described.[2]

Subjects in the survey were a probability sample of all noninstitutionalized children 6 through 11 years of age. During the period from July 1963 through December 1965, the survey staff examined 7,119 children or 96 percent of the 7,417 sample children. A detailed description of the sampling process, the operation of the program, and the response results has been published.[2]

Prior to the examination, information was obtained from the parent of the child, including demographic and socioeconomic data on the household members as well as medical history, behavioral, and related data on the child to be examined. Ancillary data for the child were requested from the school attended, or last attended, including grade placement, teacher's ratings of his behavior and adjustment, and health problems known to the teacher. Birth certificates for verification of the child's age and information related to the child at birth were also obtained.

The behavioral data were collected in this survey primarily as an adjunct to the growth and development assessments to permit the investigation of the interrelationships between the child's performance in the real life situation, his physical and mental growth and development, and various health conditions.

Statistical notes on the sample design, reliability of the data contained in this report, and sampling and measurement error are shown in appendix I.

SCHOOL QUESTIONNAIRE

Behavioral and related information associated with the growth and development of children was obtained on a self-administered basis from the school in which the child was enrolled. Ratings were made by the teacher who had sufficient knowledge of the child to do this fairly.

In addition to grade placement, attendance record, and special services needed and provided, the teacher rated the child's adjustment, attentiveness, motor activity, aggressiveness, peer relations, intellectual ability, and academic performance as shown on the questionnaire in appendix II. The length of time and the capacity in which the teacher had known the child rated were also obtained.

Excluded from consideration here because they did not attend school were 0.7 percent of the examinees (47 of the 7,119 children).

FINDINGS

Limitation of Ratings

Over 99 percent of the examined children (99.3 percent) were enrolled in a school—public, parochial, or private. Teacher's ratings were obtained for 95 percent of those in school.

The length of time and the capacity in which the respondent had known the child gives some rough indication of the reliability of these ratings. Of those children in school, 10 out of 12 were rated by their classroom teacher. The majority of the others rated by the school principal, special or other teacher, or more than one of these, were children who were either relatively new in the school they were attending or whose classroom teacher otherwise had not known them long enough to give a fair rating. More than two-thirds of the respondents had known the child for 6 months or longer. The typical respondent had known the child for somewhat over 8 months, with the acquaintance extending to 1 year or more for 22 percent. The proportion known for a year or longer shows the expected increase with age (table 1).

Grade Progression—Attendance

As evident in table 2, the majority of children at each year of age are in the expected grade placement for their age. Age requirements for admission to school and the fact that the examinations were done throughout the entire period of the survey probably account for nearly all of these children who were one grade advanced and part of those who were lagging 1 year behind the modal placement. The larger proportion lagging for those 7 years and older and the slow but steady decrease with age in the proportion in the modal grade for their age reflect the effect of grade repetition (15.4 percent for the total group, as shown in table 3), and is not offset by the small proportion skipped (0.5 percent). This pattern is similar for boys and girls.

While boys were about as likely as girls to have skipped, a distinct sex differential is evident among children repeating one or more grades (table 3). This latter proportion increased consistently for boys from 9 percent at age 6 years to 26 percent at age 11, while for girls it remained lower throughout, ranging from 5 percent at age 6 to 15 percent at age 10 (figure 1). The most frequent single reason given for repeating was, as expected, academic failure, reported for 55 percent of these children. Among repeaters, girls were about as likely as boys to have repeated for this reason. A combination of two or more factors including principally academic failure, social immaturity, and excess absenteeism was more frequently

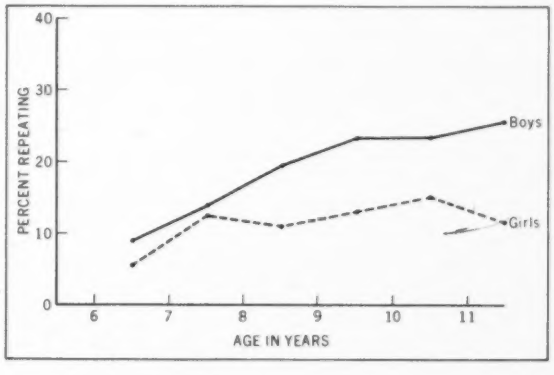


Figure 1. Percentage of boys and girls 6-11 years of age who repeated one or more grades in school, by age.

given as the reason than any single factor other than academic failure.

Reasons for excessive absenteeism during the 6 months prior to the survey, irrespective of the effect on grade placement, were obtained for all children, regardless of whether it had affected their ability to keep up with their class. About 8 percent had been absent from school an unusual number of times or for an unusually long period (table 4). As expected, the principal single reason was illness of the child (three out of five children). Girls were about as likely as boys to be absent for this reason.

Special Resources

Special educational resources for handicapped or gifted children beyond those available in the regular classroom were recommended by their teachers for 30 percent of children 6 through 11 years of age. The extent of need by age is shown in table 5 and by grade in table 6.

Principal types of resources needed were special training for slow learners (13 percent), speech therapy (6 percent), special facilities for the gifted (5 percent), and special provisions for the emotionally disturbed (3 percent). Each of the other types of special educational resources—for "sight-saving," the mentally retarded, the hard of hearing, and the orthopedically handicapped—were needed by 1.4 percent or less of children aged 6 through 11 years.

Boys were more frequently reported as needing some type of special instruction than girls (34 percent compared with 25 percent), the difference in the percentages being large enough to be statistically significant among older children aged 8 through 11 years. These differences are attributable to the greater proportion of boys reported as needing special services because of speech defects, slow learning, mental retardation, and emotional disturbance. The trends by grade are similar to those by age except for the possible reflection in the lower grades of a disproportionate number of those with such problems being held back.

Except in the extent of need for speech therapy, no significant age trend for these rates from 7 years on is observable. The proportion for whom speech therapy is recommended decreases consistently with age. As might be expected, fewer children of age 6 than the older groups were considered slow learners.

It is of interest that the estimate of the extent of need for special educational services for mentally retarded American children in school from this study (1.2 percent) is of roughly the same order of magnitude as fairly rigorous estimates of the actual prevalence of mental retardation among noninstitutionalized children in this country, England, and Scotland cited by Zigler,[3] Lewis,[4] and Richardson.[5]

Patterns of availability and utilization of special educational resources differed substantially among the specific conditions, as indicated in tables 7-9 and summarized in table A. In five of the eight problem areas—slow learning, gifted, emotionally disturbed, hard of

Table A. Need, availability, and use of special resources for children with specific problems

Special resources for:	Percent for whom resource was recommended	Percent of those needing special resources		
		Resources available and used	Resources available not used	Resources not available
Hard of hearing	1.0	33.9	14.4	51.7
Sight-saving	1.4	35.2	14.3	50.4
Speech therapy	6.2	47.4	19.2	33.4
Orthopedic handicap	0.3	44.1	23.0	32.9
Gifted	4.6	34.2	9.1	56.7
Slow learner	13.1	29.4	13.6	56.9
Mentally retarded	1.2	65.4	15.7	18.9
Emotionally disturbed	3.4	22.2	22.6	55.1
Other	4.0	30.9	18.2	50.9

hearing, and those requiring sight-saving training—services were not available for more than half of the children for whom they were recommended. Needed resources were also not available for about one-third of those with speech defects or orthopedic handicaps, while one out of five considered mentally retarded could not be provided special instruction. The proportion for whom special resources were available but not used ranged from 23 percent of those with orthopedic handicaps or the emotionally disturbed to 9 percent for the gifted. The reader should be cognizant of the fact here that no criteria were provided for the classification of the problem or the need for service other than that shown in appendix II. Hence it is to be expected that there will have been substantial variation in interpretation of these questions throughout the country.

No statistically significant differences in utilization or availability patterns by age or sex were demonstrated by the data in tables 7-9. Among pupils for whom special resources for coping with emotional disturbances were recommended, there were indications of an increasing utilization rate with age and grade and, correspondingly, a negative correlation between lack of availability when needed and increasing age. In particular, older children aged 9 through 11 years were more likely to be provided these services than younger children, while those younger children aged 6 and 7 years were more likely than the older ones not to have such help available to them when the need was recognized. Similarly, the proportion of boys not making use of recommended available services or facilities for gifted children (11.6 percent) may be higher than the corresponding percentage for girls (7.1 percent), but the significance is marginal at the 5-percent probability level.

Ability—Performance

Teachers were requested to rate the intellectual ability and academic performance of these children on a three-point scale according to whether they considered the child above average, average, or below average (questions 18 and 19, appendix II). Some response bias is apparently inherent in the wording of these questions if it is assumed that those below average represented roughly the lowest quartile (25 percent) and the above average the upper 25 percent of children. If one assumes that the response bias operated to the same extent for age and sex subgroups, a sex differential in rated intellectual ability and academic performance is clearly demonstrated (figure 2 and table 10). On intellectual ability, 21 percent of the boys were adjudged to be above average and 22 percent below average compared with 28 and 14 percent of the girls. Correspondingly 19 percent of the boys were rated above average and 30 percent below average in academic performance compared with 27 and 18 percent of the girls. These differentials were maintained and were statistically significant ($p < .01$) at every age. More girls than boys were rated either average or above in either respect, the relative differences being statistically significant, but not as marked as for the below-average group. The sex differential in these ratings probably reflects the differences in behavior patterns of these two groups as described subsequently.

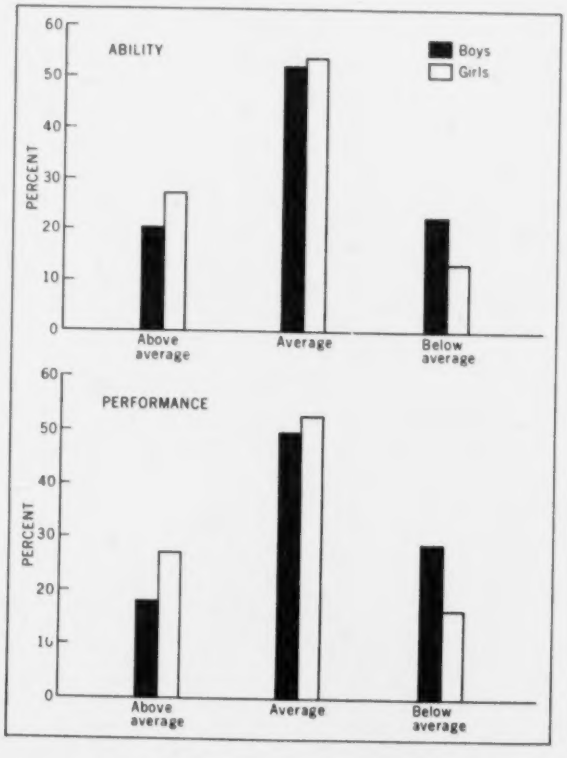


Figure 2. Percentage of boys and girls 6-11 years of age, by rating in intellectual ability and academic performance.

The correlation between these two variables of ability and performance was quite high (table 10). The extent of association as shown in figure 3 for all children aged 6 through 11 years was also remarkably consistent by age. The degree of association was slightly but not significantly higher among girls than among boys.

Peer Acceptance

The degree of peer acceptance among children aged 6 through 11 years was rated by their teachers on the basis of two criteria—the order in which the child was usually selected when his peers are "choosing sides" in a game or other competitive situation and the frequency with which he is chosen as a leader by his peer group.

About one-fourth of these children were usually among the first chosen for a side (24 percent of all children, 28 percent of those whom the teacher had a sufficient basis for judging, as shown in table 11). This percentage was somewhat higher among girls than boys (26 percent compared with 22 percent for boys), but the difference was not statistically significant. The order pattern here was apparently not quite as firmly established among 6 year olds as among the older children, though the differences were minimal and even more insignificant when the degree of reliability of the ratings was held constant.

Children were only about half as likely to be frequently chosen a leader as they were to be among the first chosen for a team member. Eleven percent of children aged 6 through 11 years (13 percent of those rated by their teachers) were reported to be chosen a leader more frequently than average (table 11). Younger children (aged 6 and 7 years) were less likely than older children to be so chosen.

The extent of the relationship between these measures of socialization of peer acceptance are shown in figure 4. These findings of an association between leadership and popularity or acceptance as rated here are in general agreement with those of Gardner[6] and Harvey and Rutherford.[7]

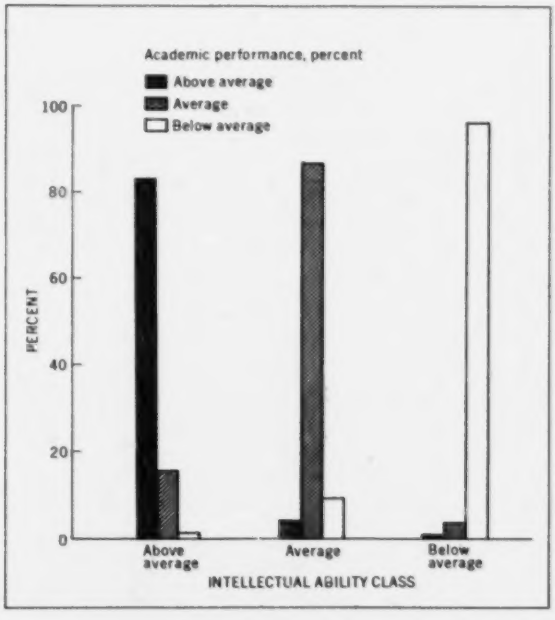


Figure 3. Percentage distribution of academic performance ratings within intellectual ability classes for children 6-11 years of age.

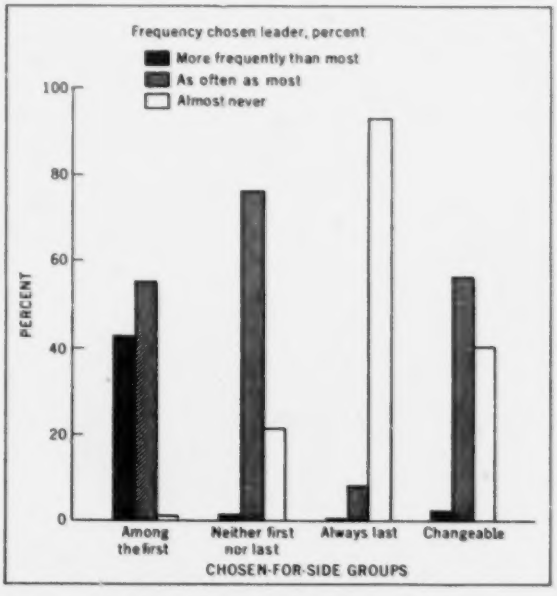


Figure 4. Percentage distribution of frequency chosen leader within frequency chosen-for-side groups among children 6-11 years of age.

FILMED FROM BEST AVAILABLE COPY

Behavior

Key aspects of the behavior patterns of children in school rated by their teachers in this study included the degree of adjustment, attention ability, motor activity, and specific problem behavior as well as the frequency of required disciplinary action (questions 11-15, appendix II).

Boys aged 6 through 11 years were substantially more likely than girls of that age to exhibit problem behavior in school (figure 5). The pattern is consistent in every aspect of behavior considered here throughout the age range in the study, and the pattern shows no age-related trend (tables 12-13).

Adjustment was a concern to the teacher at times or considered to be a problem or potential problem for one child in six (17 percent), while one child in five (22 percent) was rated as less attentive than others of his age. Boys were about twice as likely as girls to be considered a problem in either respect (figure 5), the differences in rates being highly statistically significant across the age range ($p < .0001$). While there is a slight indication here that the prevalence of these two problems may increase with age, the trend is neither clear cut nor statistically significant. However, it is somewhat more consistent on the adjustment than on the attention-ability scale.

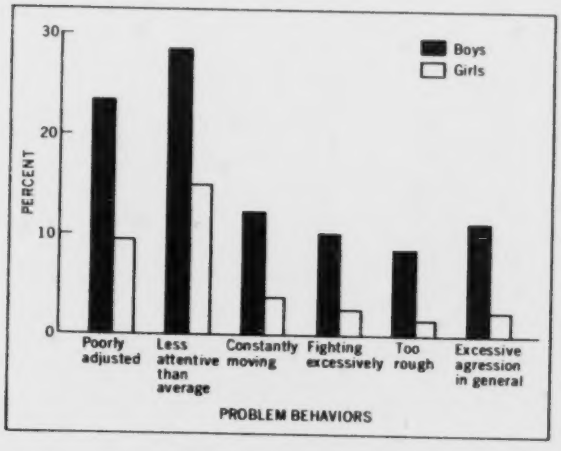


Figure 5. Proportion of boys and girls 6-11 years of age consistently exhibiting the more frequent types of problem behavior in school, by type of problem.

Excessive motor activity was reported among 8 percent of these children. Boys were about three times as likely as girls (12 percent compared with 4 percent) to be rated by their teachers as almost constantly moving—that is, inappropriately talking out loud, dropping things, leaving their seats when they should not, or generally finding reasons to be on the move. This problem is essentially invariant with age, and the sex differential remains statistically significant ($p < .01$) across the age range in the study.

One child in five (20 percent of those rated) was reported to exhibit one or more specific types of excessively aggressive behavior in school. These included the following behaviors: frequently accused by other children of fighting, too rough with other children, frequently injured, showing excessively aggressive behavior in general, frequently using bad words, parents of other children complaining about their behavior, and no discipline seeming to work for them. Here again, the proportion of boys manifesting one or more of such problems (27 percent of those rated) was about twice that for girls (13 percent), the differences being statistically significant ($p < .01$).

Boys were most frequently rated as generally showing excessive aggressive behavior (11 percent) or frequently fighting (10 percent) while girls were more likely to be reported as generally excessively aggressive (2 percent), frequently injured (2 percent), or frequently fighting (2 percent). Boys were more frequently reported as showing any of these specific behavior problems than girls; however, the differences were large enough to be statistically significant at each year of age only for excessive fighting, too rough, general aggressive behavior and use of bad words. No age-related trends are evident for any of these specific types of problem behavior. Consequently a corresponding lack of association of these problems with grade is expected, as shown in table 14.

Disciplinary action was required frequently or occasionally for 66 percent of the boys, compared with only 42 percent of the girls, whom the teacher had the basis for judging (table 13). This sex differential was, in general, maintained and was highly significant at each year of age ($p < .001$). The data do not indicate evidence of an age-related association between need for

FILMED FROM BEST AVAILABLE COPY

frequent or occasional disciplinary action for the children in this study (figure 6).

Strong relationships were found, as expected, among these various aspects of the behavior of children in school as shown in tables 15-21. Children requiring frequent discipline were far more likely to be considered by their teachers to have a problem in personal adjustment than not, while those who were never or only occasionally in need of discipline were more likely to be fairly well adjusted (figure 7 and table 15). It is also evident here that the poorly adjusted children were more likely to be considered in need of discipline than the better adjusted. Among the 7 percent needing frequent discipline (table 13), adjustment was considered a problem for 83 percent (table 15), while among the 36 percent never needing discipline and 48 percent needing it only occasionally, only 4 and 18 percent, respectively, were rated as poorly adjusted. Boys requiring frequent discipline were more likely than girls so rated to be considered to be poorly adjusted (86 percent compared with 68 percent). This differential is somewhat age related, being greater among those under 10 years of age, although with the small group involved these age-specific differences are not large enough to be statistically significant.

Excessive restlessness of children in the classroom to the point that it is a disturbing influence is, of course, frequently a reason for disciplinary action. Hence, the relationship of the degree of motor activity to the frequency of discipline required, as shown in table 16, is not unexpected. Children who are constantly moving (8 percent of the total group, table 12) are more likely to require frequent discipline (59 percent) or occasional discipline (40 percent) than none (1 percent) (table 16). Here again a sex differential in behavior is evident (figure 8). Among this hyperactive group, 65 percent of the boys compared with only 41 percent of the girls required frequent discipline. The proportion of boys needing discipline frequently is significantly greater than for girls irrespective of the degree of restlessness, though the differential is substantially larger among the hyperactive. No consistent age-related trend is evident in this relationship of activity to discipline needs.

Children's ability to concentrate or sustain attention is also, as expected, related to their

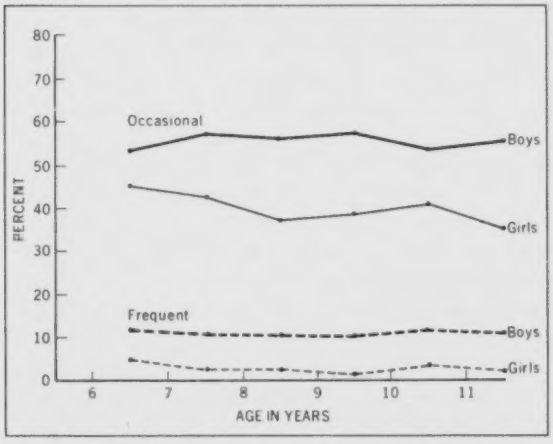


Figure 6. Percentage of boys and girls requiring frequent and occasional discipline in school, by age.

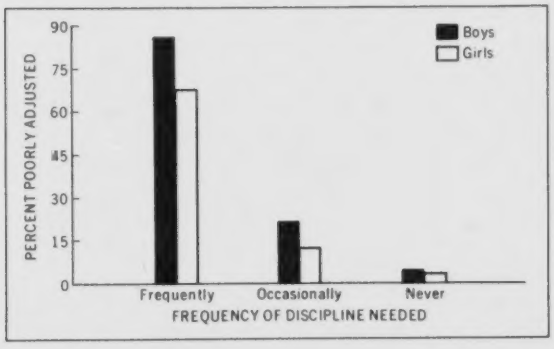


Figure 7. Proportion of poorly adjusted boys and girls 6-11 years of age, according to frequency of discipline needed.

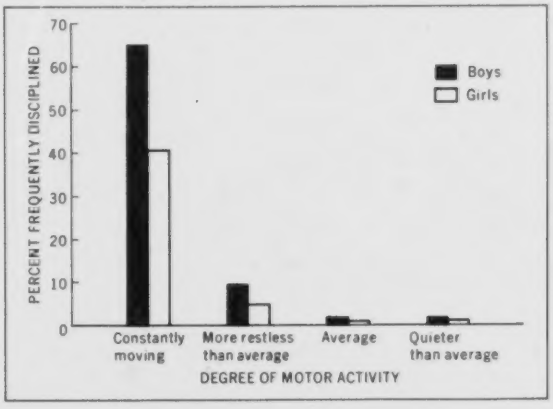


Figure 8. Proportion of boys and girls 6-11 years of age requiring frequent discipline, according to degree of motor activity.

FILMED FROM BEST AVAILABLE COPY

need for disciplinary action, as shown in figure 9 and table 17. While 22 percent of all children were characterized as less attentive than others of their age (table 12), they comprised 76 percent of those for whom frequent disciplinary action was needed (table 17). Similarly at the other extreme, 19 percent of the children were rated as above average in concentration ability, but they made up only 2 percent of the group frequently disciplined. The sex differential previously observed in attention ability—girls being more likely than boys to be rated as having above-average ability to concentrate—is maintained and is statistically significant across the gradations of need for discipline.

Strong associations were also found between ratings on the four behavior scales—adjustment, discipline, motor activity, and attentiveness—and the exhibiting of specific types of problem behavior (table 18). Children with any specific problem behavior were more likely to be characterized as poorly adjusted, needing frequent discipline, being hyperactive, or being below average in attentiveness. The differentials were most marked for those with one or more of the three most frequently reported problems—excessive aggression, fighting, and roughness. Children needing frequent discipline were more likely to have had some type of overt behavior problem reported than those rated as having problems on the other three scales, with only 16 percent of the frequently disciplined group showing none of the seven specific behaviors indicated here. Among children with a low level of attentiveness, 55 percent were not described as exhibiting any of the specific problem behaviors. Among the poorly adjusted, 39 percent were not rated as having any of these seven problem behaviors, as were 26 percent of the hyperactive group. Boys were rated somewhat more frequently than girls as having one of these behavior problems than not in each instance.

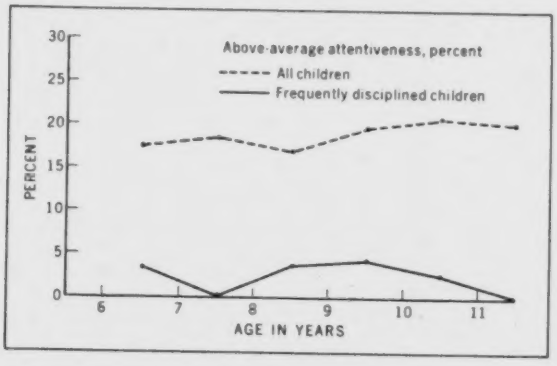


Figure 9. Proportion of all children and those frequently disciplined with above-average attentiveness.

Grade Progress—Other Factors

Children who were not in their normal grade placement for their age either because they repeated or skipped grades might be expected to differ somewhat in their ability or behavior patterns from their more normally placed peers since their ratings on these factors may reflect the reason for or results of the child's displacement. The proportion of children repeating grades (15 percent of all children) differs markedly in the anticipated direction among the various ability and behavior groups (tables 19-24). Comparable information is not included here for those who skipped, since the size of this group (0.5 percent) is too small to provide reliable national estimates for them.

The proportion of children repeating one or more grades among those rated as needing any of the special educational resources, except those for the gifted, was significantly higher than expected (if it could be assumed that those repeating were no more likely to need such special services than other children) ranging from 23 percent to 66 percent compared with the 15 percent repeating in the total group (table 19). In particular, the proportion repeating among those needing special instruction or other service because of mental retardation, emotional disturbance, or slow learning was 3 to 4 times as high as among all children and was also significantly greater than among the groups with speech, hearing, and vision problems. Presumably, the 2 percent repeating among the gifted group would have been held back because of social immaturity, illness or excessive absence from school, or for other reasons. These patterns were consistent among both boys and girls, with the differences that were found being too small to be statistically significant.

With respect to intellectual ability and academic performance, nearly half the group that was rated below average (44 percent and 41 percent) had repeated one or more grades. These

FILMED FROM BEST AVAILABLE COPY

rates were at least four times as high as for those rated average or above average (figure 10 and table 20).

Children who had repeated tended to be less well accepted by their peers than those who had not. The proportion of repeaters among the children chosen last for a side in competitive group activities or almost never chosen as a leader was significantly higher (2 or more times as great) than among those so chosen sooner or more frequently by their classmates (table 21). The pattern in this respect was generally similar for both boys and girls of each age.

On the behavioral scales for adjustment, attention ability, motor activity, and need for discipline, children considered to have a behavioral problem in these areas were more likely to have repeated a grade than those who did not show such a behavior problem in school (figure 11 and tables 22 and 23). About one-third of those rated as poorly adjusted, less

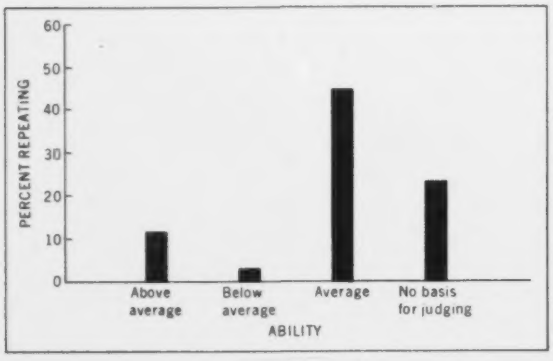


Figure 10. Proportion of children repeating one or more grades, by intellectual ability.

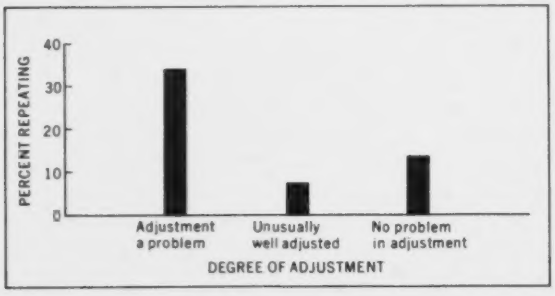


Figure 11. Proportion of children repeating one or more grades, by degree of adjustment.

attentive than average, constantly moving, or requiring frequent discipline had repeated at least one grade compared with a significantly lower proportion of repeaters (generally less than half as large) among the better behaved children.

Children who repeated were also substantially more likely to show one or more of the specific types of problem behavior in school than those who did not (tables 24 and 13).

Behavior—Ability—Performance

The behavior of children in school shows a consistently similar pattern of relationship to both their intellectual ability and their academic performance, as would be expected with the strong association noted previously between these two traits (tables 25-33).

Adjustment of children is positively associated with their ability and performance, as evident in tables 25 and 26. Those rated above average in intellectual ability or in performance were more likely than children considered below average in these respects to be described as well adjusted and less likely as poorly adjusted (tables 25 and 26). One-third of the children who were average in ability were rated as well adjusted compared with only 3 percent of children with below-average ability, while 8 percent of the more capable children (as rated here) were considered poorly adjusted compared with 38 percent among the group with below-average ability. Similar findings are shown with respect to the ratings on academic performance, and the relationship for both is consistent by age and sex.

With respect to attentiveness, children considered below average in ability or performance were more likely to be less attentive while those above average in ability or performance were characteristically more attentive than other children of their age (tables 27 and 28). Over 60 percent of those below average in ability (62 percent) or performance (64 percent) were less attentive than most children of their age, while only 5 percent of those above average in ability and 2 percent above average in performance were so rated. Among the group above average in ability or performance, 53 percent and 58 percent, respectively, were rated above average

FILMED FROM BEST AVAILABLE COPY

in attentiveness in contrast to only 3 and 2 percent, respectively, of those rated below average in their ability or performance.

Significantly more of the children who were constantly and inappropriately moving around in the classroom were rated average or below average in ability (44, 45 percent) or below in academic performance (62 percent) than above average in these respects (11 percent and 6 percent) (tables 29 and 30 and figure 12).

Similarly, relatively fewer of the above-average children in intellectual ability or performance were in need of frequent discipline than those rated as below average (4 and 2 percent, respectively, compared with 17 and 19 percent in the below-average groups—tables 31 and 32). Specific problem behaviors of frequent fighting, being too rough, or being excessively aggressive were reported more frequently among those below average in ability and performance than the others (table 33).

Behavior—Peer Acceptance

Significant relationships are evident between children's behavior in school and their acceptance by their peers (tables 34-43). Children rated as poorly adjusted by their teachers were generally, but not always, less well accepted by their peers than those who had no such problem (figure 13 and tables 34 and 35). Among the group frequently chosen first for a side in competitive sports or other school activities, only 7 percent were considered to have adjustment problems compared with 45 percent of the group always chosen last (table 34). Similarly only 5 percent of those among the first chosen as a group leader were rated poorly adjusted as against 39 percent of those almost never chosen as a leader.

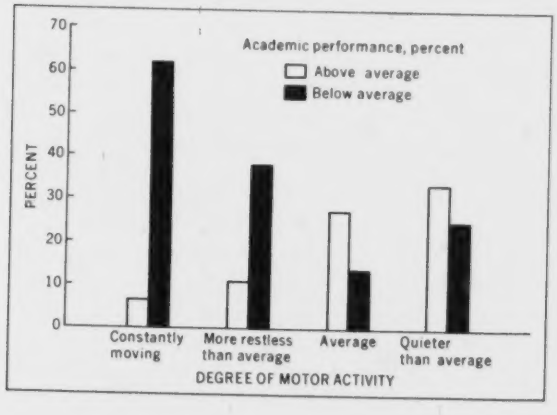


Figure 12. Proportion of children 6-11 years of age with indicated level of academic performance, by degree of motor activity.

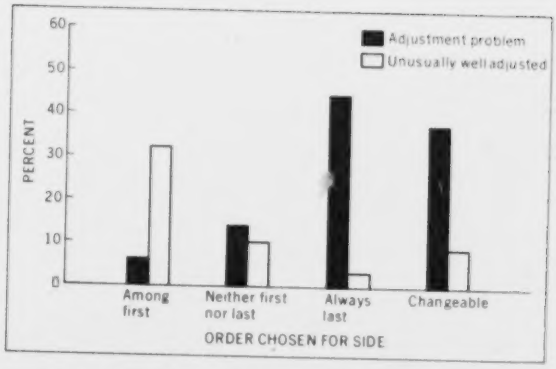


Figure 13. Proportion of children 6-11 years of age with indicated degree of adjustment, by order chosen for side.

Attentiveness is related to peer acceptance in a way similar to that demonstrated for adjustment, as would be expected from the high degree of association previously noted between the ratings on these two behavior scales. Only 6 percent of the children among those first chosen for a side and only 4 percent chosen a leader more often than most were rated below average in attention ability, compared with 59 percent so rated among those usually chosen for a side last or almost never chosen a leader (tables 36 and 37). The above relationships between attentiveness and peer acceptance are generally consistent at each age for both boys and girls. There is some evidence here that this association may be somewhat stronger among girls than boys, although the differences are not large enough to be statistically significant.

An association was also found between peer acceptance and motor activity of children, the extent of which is shown in tables 38 and 39. Among boys rated at the upper end of the motor activity scale ("constantly moving"), 11 percent were rated as among the first few chosen for a side in competitive group activities. This proportion ("chosen among the first few") increased progressively as the degree of motor

FILMED FROM BEST AVAILABLE COPY

activity decreased by steps to "average" (34 percent) then dropped significantly among those rated quieter than average (23 percent). This same pattern of relationship to motor activity was observed among boys rated as frequently chosen as a leader. Hence, among boys who show an average or greater degree of restlessness, their degree of motor activity appears to be inversely related to their peer acceptance. Among girls, however, this negative relationship was found to continue across the entire motor activity scale, inclusive of those quieter than average. The percentage of girls chosen among the first few increased steadily as their motor activity rating decreased from 14 percent to 33 percent when rated on the order in which they were generally chosen for a side and from 5 percent to 19 percent when rated on the frequency chosen as a leader. There appears to be a tendency for these trends also to be consistent within specific age groups; however, the sample sizes on which these percentages are based are so small, with this amount of subdivision, that the estimates are substantially more variable and less reliable.

Frequency of needed displinary action, as for ratings on adjustment, attention ability, and motor activity, shows a similar pattern of relationship to both measures of peer acceptance (tables 40, 41). Children who frequently needed discipline tended to be less well accepted by their classmates than those who never needed it. The percentage frequently disciplined among those who are almost always last to be chosen for a side is more than six times the corresponding percentage among those who were one of the first few chosen (18 percent compared with 3 percent). For the extremes of the frequency-chosen-leader scale, the differential is over sevenfold, with 2 percent of the children chosen as a leader more frequently than average required frequent discipline as compared with 17 percent of those who were almost never selected as leaders by their peers. This pattern occurs among both boys and girls and is statistically significant for each group. In addition, it is generally consistent at each age.

Children characterized as exhibiting any of the specific excessive aggression-related behaviors in school, identified here, were generally less well accepted by their peers than were other children (tables 42 and 43). Those children chosen for a side among the first or neither first nor last in competitive group activities were more likely not to show any of these specific problem behaviors in school (84 and 78 percent, respectively) than those always chosen last (65 percent) or those for whom the order of selection was unpredictable (57 percent). Similarly, children either chosen frequently or as often as most to be a leader were more likely not to be a problem (84 and 80 percent) than those who were almost never so chosen (67 percent). These differentials are found to be statistically significant among both boys and girls, though they are greater for boys. The pattern is also generally consistent at each age and is reflected in each type of specific problem behavior.

Parallel findings have been published by Northway[8] and Smith[9] who found social indifference, withdrawal, rebelliousness, and hostility to be attributes of low-status or rejected children.

Peer Acceptance—Ability—Performance

Intellectual ability and academic performance are both related to the degree of acceptance of children by their peers in a similar manner, as would be expected with the close association previously noted between ability and performance. Those rated above average in either respect by their teachers are better accepted by their classmates as either a team member or a leader in competitive group activities than those rated average, and they are substantially better accepted than the below-average group (figure 14 and tables 44-47).

More than half of those children above average in ability (54 percent) or performance (57 percent) were usually one of the first few chosen for a side in competitive group activities compared with only 8 percent of the below-average groups so selected; whereas one-third of the below-average children were always selected last as against only 4 and 3 percent, respectively, of those rated above average (tables 44 and 46).

The relationship to leadership ratings is also highly significant, but the pattern differs somewhat. Those children rated below average were

FILMED FROM BEST AVAILABLE COPY

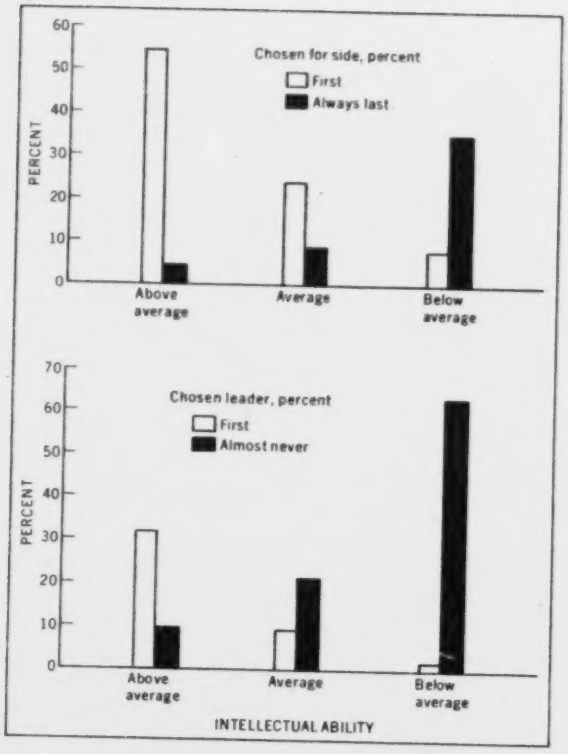


Figure 14. Peer acceptance in relation to intellectual ability of children—chosen for side and chosen leader.

substantially more likely to be almost never chosen a leader by their peers (63 percent) than the above-average children (9 and 7 percent, respectively); whereas those frequently chosen as a leader were more likely to be above average in ability and performance (32 and 34 percent) than below average (2 percent), but, if above average, were more likely to be chosen a leader "as often as most" (59 percent) than frequently (tables 45 and 47).

These trends in peer acceptance are similar and statistically significant for both boys and girls.

Previous studies among children of this age are in general agreement with these findings that the most intelligent are usually better accepted by their classmates while slow learners and the retarded are less well accepted.[10-12] Other studies have also shown that the utilization of intelligence is positively related to both acceptance and power[13,14] and that there is a low positive correlation between measured academic achievement and social acceptance.[15-17]

SUMMARY

Key aspects of the behavior patterns of U.S. children aged 6 through 11 years in school are described and analyzed in this report. Included are teacher's ratings on facets of behavior closely related to the growth and development of these children including their degree of adjustment, motor activity, peer acceptance, ability and performance, and their health problems that require the use of special resources or educational methods.

These national estimates are based on findings from the Health Examination Survey program of 1963-65 in which a probability sample of 7,417 children aged 6-11 years was selected to represent the 24 million noninstitutionalized children of this age in the United States. Of these, the 7,119 or 96 percent examined were closely representative of the child population from which they were drawn with respect to age, sex, race, region, and other available demographic and socioeconomic variables.

Special educational resources beyond those available in the regular classroom were judged necessary for 30 percent of these children. The principal groups for which such service was needed included the slow learners (13 percent), those with speech problems (6 percent), the gifted (5 percent), and the emotionally disturbed (3 percent). One percent or less were in need of special training for sight-saving, mental retardation, hearing difficulty, or orthopedic handicap. Less than half of the needed facilities were available for five of these groups—the hard of hearing, sight-saving, gifted, slow learners, and emotionally disturbed.

Boys tended to be rated lower than girls by their teachers with respect to both intellectual ability and academic performance, though the extent of relationship of these two factors was similar for both groups.

Consistent with findings in previous studies, substantially more boys than girls exhibited problem behavior in school. Nearly twice as many boys as girls were rated poorly adjusted, less attentive than average, or typically showing one or more of the specific types of excessively aggressive behavior. The differential was even greater with respect to excessive motor activity.

As expected, children who had repeated one or more grades tended to be in greater need of

FILMED FROM BEST AVAILABLE COPY

special educational facilities, less well accepted by their peers, and more frequently exhibiting problem behavior of any of the types evaluated here.

A strong positive relationship was found between rated ability or performance of children and their behavior ratings in school. Those rated above average in either of these two respects were more likely to be described as well adjusted or otherwise better behaved than their peers.

Similarly, children who were rated as being well behaved in school tended to be rated as being better accepted by their peers than those who were considered behavior problems.

Both intellectual ability and academic performance ratings were related to the rating on the degree of acceptance of children by their classmates. Those rated above average in either respect by their teachers were also rated as being better accepted by their peers as either a team member or leader in competitive group activities than were their less able classmates.

REFERENCES

[1]National Center for Health Statistics: Plan and initial program of the Health Examination Survey. *Vital and Health Statistics.* PHS Pub. No. 1000-Series 1-No. 4. Public Health Service. Washington. U.S. Government Printing Office, July 1965.

[2]National Center for Health Statistics: Plan, operation and response results of a program of children's examinations. *Vital and Health Statistics.* PHS Pub. No. 1000-Series 1-No. 5. Public Health Service. Washington. U.S. Government Printing Office, Oct. 1967.

[3]Zigler, Edward: "Mental retardation: Current issues and approaches." in L. W. and M. L. Hoffman, eds. *Review of Child Development Research,* Vol. II. New York. Russell Sage Foundation, 1966 (pp. 107-168).

[4]Lewis, E. O.: *Report of the mental deficiency committee,* Part IV. London. Her Majesty's Stationery Office, 1929.

[5]Richardson, S. A.: "Family components in mental retardation—some study findings." in National Institute of Child Health and Human Development, *The Social Sciences and Mental Retardation: Family Components,* Report of a Conference, Jan. 8-9, 1968, Bethesda, Md.

[6]Gardner, G.: Functional leadership and popularity in small groups. *Human Relat.* 9(4):491-509, Nov. 1956.

[7]Harvey, O. J., and Rutherford, J.: Status in the informal groups: Influence and influenceability at differing age levels. *Child Develop.* 31:377-386, June 1960.

[8]Northway, M. L.: Outsiders: A study of the personality patterns of children least acceptable to their age mates. *Sociometry* 7(4):10-25, Nov. 1944.

[9]Smith, G. H.: Sociometric study of best-liked and least-liked children. *Element. Sch. J.* 51(2):77-85, Oct. 1950.

[10]Baldwin, W. K.: The social position of the educable mentally retarded child in the regular grades in the public schools. *Excep. Child* 25(3):106-108, Nov. 1958.

[11]Barbe, W. B.: Peer relationships of children of different intelligence levels. *School and Society* 80:60-62, 1954.

[12]Gallagher, J. J.: Social status of children related to intelligence propinquity, and social perception. *Element. Sch. J.* 58(4):225-231, Jan. 1958.

[13]Epperson, D. C.: Some interpersonal and performance correlates of classroom alienation. *School Rev.* 71(3):360-375, 1963.

[14]Van Egmond, E. E.: Social interrelationships skills and effective utilization of intelligence in the classroom. Unpublished doctoral dissertation, University of Michigan, 1960.

[15]Bonney, M. E.: A study of social status on the second grade level. *J. Genet. Psychol.* 60(2):271-305, June 1942.

[16]Grossman, B., and Wrighter, J.: The relationship between selection, rejection and intelligence, social status, and personality amongst sixth grade children. *Sociometry* 11(4):346-355, Nov. 1948.

[17]Porterfield, O. V., and Schlicting, H. F.: Peer status and reading achievement. *J. Ed. Res.* 54(8):291-297, Apr. 1961.

LIST OF DETAILED TABLES

		Page
Table 1.	Proportion of children 6-11 years of age, by time and capacity known to teacher completing school questionnaire, age, and sex of child: United States, 1963-65	19
2.	Proportion of children 6-11 years of age, by grade in school for each age and sex: United States, 1963-65	20
3.	Proportion of children 6-11 years of age who skipped or repeated grades, with reason for repeating, by age and sex: United States, 1963-65	21
4.	Proportion of children 6-11 years of age with unusual amount of absence from school, by reason for absence, age, and sex: United States, 1963-65	22
5.	Percent of children 6-11 years of age for whom special resources were recommended, by type of problem, age, and sex: United States, 1963-65	23
6.	Percent of children 6-11 years for whom special resources were recommended, by type of problem, grade, and sex: United States, 1963-65	24
7.	Percent of children 6-11 years of age for whom special resources were recommended and used, by type of problem, age, and sex: United States, 1963-65	25
8.	Percent of children 6-11 years of age for whom special resources were recommended and available but *not* used, by type of problem, age, and sex: United States, 1963-65	26
9.	Percent of children 6-11 years of age for whom special resources were recommended but not available, by type of problem, age, and sex: United States, 1963-65	27
10.	Proportion of children 6-11 years of age, by intellectual ability and academic performance, age, and sex: United States, 1963-65	28
11.	Proportion of children 6-11 years of age, by order chosen for side and frequency chosen as leader and by age and sex: United States, 1963-65	30
12.	Proprotion of children 6-11 years of age, by adjustment, attentiveness, motor activity, age, and sex: United States, 1963-65	31
13.	Proportion of children 6-11 years of age showing discipline or other problems, by type of problem, frequency of discipline, age, and sex: United States, 1963-65	32
14.	Proportion of children 6-11 years of age showing discipline or other problems, by type of problem, grade, and sex: United States, 1963-65	33
15.	Proportion of children 6-11 years of age, by degree of adjustment and frequency disciplined, age, and sex: United States, 1963-65	34
16.	Proportion of children 6-11 years of age, by degree of discipline required, motor activity, age, and sex: United States, 1963-65	35
17.	Proportion of children 6-11 years of age, by attentiveness and frequency of discipline, age, and sex: United States, 1963-65	36
18.	Proportion of children 6-11 years of age, by ratings on behavior scales, specific behavior problems, and sex: United States, 1963-65	37
19.	Proportion of children 6-11 years of age who repeated one or more grades among those for whom special resources were recommended, by type of problem, age, and sex: United States, 1963-65	39

LIST OF DETAILED TABLES—Con.

		Page
Table 20.	Proportion of children 6-11 years of age who repeated grades, by intellectual ability, academic performance, age, and sex: United States, 1963-65	40
21.	Proportion of children 6-11 years of age who repeated grades, by order chosen for side, frequency chosen leader, age, and sex: United States, 1963-65	41
22.	Proportion of children 6-11 years of age who repeated grades, by degree of adjustment, attentiveness, frequency of discipline, age, and sex: United States, 1963-65	42
23.	Proportion of children 6-11 years of age who repeated grades, by motor activity, age, and sex: United States, 1963-65	43
24.	Proportion of children 6-11 years of age who repeated grades showing specific types of aggressive behavior, by type, age, and sex: United States, 1963-65	44
25.	Proportion of children 6-11 years of age showing degree of adjustment, by intellectual ability, age, and sex: United States, 1963-65	45
26.	Proportion of children 6-11 years of age showing degree of adjustment and academic performance, age, and sex: United States, 1963-65	46
27.	Proportion of children 6-11 years of age showing attentiveness, by intellectual ability, age, and sex: United States, 1963-65	47
28.	Proportion of children 6-11 years of age showing attentiveness, by academic performance, age, and sex: United States, 1963-65	48
29.	Proportion of children 6-11 years of age showing intellectual ability, by motor activity, age, and sex: United States, 1963-65	49
30.	Proportion of children 6-11 years of age showing academic performance, by motor activity, age, and sex: United States, 1963-65	50
31.	Proportion of children 6-11 years of age showing frequency of discipline, by intellectual ability, age, and sex: United States, 1963-65	51
32.	Proportion of children 6-11 years of age showing frequency disciplined, by academic performance, age, and sex: United States, 1963-65	52
33.	Proportion of children 6-11 years of age showing specific types of aggressive behavior problems, by intellectual ability, academic performance, and sex: United States, 1963-65	53
34.	Proportion of children 6-11 years of age showing degree of adjustment, by order chosen for side, age, and sex: United States, 1963-65	54
35.	Proportion of children 6-11 years of age showing degree of adjustment, by frequency chosen leader, age, and sex: United States, 1963-65	55
36.	Proportion of children 6-11 years of age showing attentiveness, by order chosen for side, age, and sex: United States, 1963-65	56
37.	Proportion of children 6-11 years of age showing attentiveness, by frequency chosen leader, age, and sex: United States, 1963-65	57
38.	Proportion of children 6-11 years of age showing order chosen for side, by degree of motor activity, age, and sex: United States, 1963-65	58

21

LIST OF DETAILED TABLES—Con.

Page

Table 39. Proportion of children 6-11 years of age showing frequency chosen leader, by motor activity, age, and sex: United States, 1963-65 60

40. Proportion of children 6-11 years of age showing frequency of discipline, by order chosen for side, age, and sex: United States, 1963-65 61

41. Proportion of children 6-11 years of age showing frequency of discipline, by order chosen leader, age, and sex: United States, 1963-65 62

42. Proportion of children 6-11 years of age showing degree of aggressive behavior, by order chosen for side, age, and sex: United States, 1963-65 63

43. Proportion of children 6-11 years of age showing degree of aggressive behavior, by order chosen leader, age, and sex: United States, 1963-65 65

44. Proportion of children 6-11 years of age showing order chosen for side, by intellectual ability, age, and sex: United States, 1963-65 67

45. Proportion of children 6-11 years of age showing frequency chosen leader, by intellectual ability, age, and sex: United States, 1963-65 68

46. Proportion of children 6-11 years of age showing order in which chosen for side, by academic performance, age, and sex: United States, 1963-65 69

47. Proportion of children 6-11 years of age showing frequency chosen leader, by academic performance, age, and sex: United States, 1963-65 70

Table 1. Proportion of children 6-11 years of age, by time and capacity known to teacher completing school questionnaire, age, and sex of child: United States, 1963-65

Age and sex	Time known				Capacity known				
	Less than 1 month	1-5 months	6-11 months	1 year or more	Teacher in classroom	Teacher specialty area	School principal	Other	More than one
Both sexes	Percent								
Total, 6-11 years	8.4	23.0	46.0	22.5	84.2	1.4	7.5	0.8	6.1
6 years	12.4	25.1	50.5	12.0	89.3	0.8	5.4	0.5	4.0
7 years	7.4	24.3	46.4	21.9	86.5	0.6	6.8	0.6	5.5
8 years	9.4	22.4	45.2	23.0	86.5	1.3	6.7	0.6	4.7
9 years	7.7	23.5	43.3	25.6	82.9	1.7	8.8	0.6	6.0
10 years	7.4	22.2	46.4	24.0	82.9	1.7	7.9	0.3	7.1
11 years	6.4	20.2	44.6	28.8	76.6	2.3	9.7	1.9	9.5
Boys									
Total, 6-11 years	8.3	22.5	47.0	22.3	84.7	1.4	7.5	0.6	5.8
6 years	14.4	23.5	50.3	11.8	88.1	0.8	6.7	0.4	4.0
7 years	7.3	22.6	48.3	21.8	86.2	0.6	6.6	0.7	5.8
8 years	7.0	24.2	46.4	22.4	88.8	1.5	5.3	1.1	3.4
9 years	7.6	23.4	43.3	25.6	83.1	1.9	9.3	-	5.8
10 years	7.8	21.2	47.5	23.5	84.0	1.8	7.6	0.3	6.3
11 years	5.4	19.6	46.0	28.9	77.8	2.0	9.6	1.0	9.6
Girls									
Total, 6-11 years	8.6	23.5	45.1	22.7	83.6	1.4	7.6	0.9	6.5
6 years	10.3	26.7	50.8	12.2	90.4	0.9	4.1	0.6	3.9
7 years	7.6	26.1	44.3	21.9	86.7	0.5	7.0	0.4	5.2
8 years	11.9	20.5	43.9	23.6	84.2	1.2	8.2	0.1	6.2
9 years	7.7	23.6	43.2	25.5	82.8	1.6	8.2	1.3	6.2
10 years	6.9	23.2	45.2	24.6	81.7	1.6	8.3	0.4	8.0
11 years	7.4	20.8	43.1	28.7	75.4	2.5	9.7	2.8	9.5
Standard errors									
Total	2.01	3.38	3.51	1.69	1.25	0.19	1.22	0.22	0.38
Boys	2.03	3.44	3.69	1.84	1.35	0.22	1.24	0.24	0.52
Girls	2.12	3.40	3.46	1.75	1.35	0.24	1.28	0.29	0.53

Table 2. Proportion of children 6-11 years of age,by grade in school for each age and sex: United States, 1963-65

Age and sex	All grades	Grade in school								
		Kinder-garten	1	2	3	4	5	6	7	Special class
	Percent									
Both sexes										
Total, 6-11 years	100.0	1.6	17.1	17.8	17.2	17.0	15.0	10.7	2.3	1.4
6 years	100.0	9.3	76.6	13.1	-	-	-	-	-	0.9
7 years	100.0	0.1	21.9	65.1	12.0	-	-	-	-	0.9
8 years	100.0	-	2.5	21.5	62.8	12.3	-	-	-	0.9
9 years	100.0	-	0.5	3.3	21.9	60.6	12.0	-	-	1.6
10 years	100.0	-	0.1	0.7	4.1	23.9	58.5	10.7	0.1	1.9
11 years	100.0	-	-	0.3	1.0	5.3	21.1	56.0	14.4	2.0
Boys										
Total, 6-11 years	100.0	1.6	17.8	17.7	17.4	16.8	15.1	10.0	1.8	1.8
6 years	100.0	9.1	77.2	12.4	-	-	-	-	-	1.3
7 years	100.0	0.2	24.6	62.8	11.0	-	-	-	-	1.4
8 years	100.0	-	3.2	23.4	61.3	11.2	-	-	-	0.9
9 years	100.0	-	0.4	3.9	24.5	57.0	12.3	-	-	1.9
10 years	100.0	-	0.2	1.1	4.8	26.5	55.1	9.8	-	2.5
11 years	100.0	-	-	0.4	1.2	6.2	25.4	52.5	11.5	2.8
Girls										
Total, 6-11 years	100.0	1.6	16.4	17.8	17.0	17.2	14.8	11.4	2.8	0.9
6 years	100.0	9.5	76.0	14.0	-	-	-	-	-	0.6
7 years	100.0	-	19.2	67.5	12.9	-	-	-	-	0.4
8 years	100.0	-	1.8	19.4	64.4	13.4	-	-	-	1.0
9 years	100.0	-	0.6	2.7	19.1	64.4	11.7	-	-	1.4
10 years	100.0	-	-	0.4	3.4	21.2	62.0	11.5	0.2	1.3
11 years	100.0	-	-	0.2	0.6	4.3	16.8	59.5	17.4	1.1
Standard error, total		0.43	0.57	0.42	0.36	0.41	0.47	0.42	0.31	0.22

Table 3. Proportion of children 6-11 years of age who skipped or repeated grades, with reason for repeating, by age and sex: United States, 1963-65

Age and sex	Percent skipping	Percent repeating	Reason for repeating					
			Total repeating	Academic failure	Social immaturity	Excess absence	Other	Combination
Both sexes	Percent							
Total, 6-11 years	0.5	15.4	100.0	54.8	7.0	5.6	11.6	20.9
6 years	0.1	7.2	100.0	43.8	11.6	5.5	11.9	27.1
7 years	0.2	13.4	100.0	45.8	10.0	3.2	16.5	24.5
8 years	0.6	15.6	100.0	51.6	6.0	3.8	15.0	23.6
9 years	0.6	18.5	100.0	56.4	9.2	7.6	9.9	16.9
10 years	1.0	19.3	100.0	54.8	3.4	8.7	9.3	23.8
11 years	0.9	18.8	100.0	66.1	5.6	3.7	9.3	15.3
Boys								
Total, 6-11 years	0.6	19.1	100.0	55.5	6.5	4.2	12.2	21.5
6 years	0.2	9.0	100.0	41.4	11.0	5.4	9.7	32.4
7 years	0.1	14.2	100.0	45.9	7.4	1.4	19.8	25.4
8 years	0.9	19.7	100.0	53.5	8.4	2.8	11.3	23.9
9 years	1.0	23.3	100.0	61.2	6.2	4.3	12.0	16.2
10 years	0.7	23.3	100.0	55.2	4.2	6.5	10.4	23.6
11 years	0.7	25.7	100.9	62.2	5.2	4.5	11.2	16.8
Girls								
Total, 6-11 years	0.5	11.6	100.0	53.7	8.0	8.1	10.5	19.8
6 years	-	5.3	100.0	50.4	13.2	5.9	17.6	12.7
7 years	0.2	12.6	100.0	45.5	13.4	5.7	12.2	23.2
8 years	0.3	11.3	100.0	48.0	1.6	5.7	21.7	23.0
9 years	0.1	13.4	100.0	47.9	14.5	13.4	6.1	18.0
10 years	1.2	15.2	100.0	54.1	1.9	12.5	7.4	24.1
11 years	1.2	11.8	100.0	74.6	6.5	1.8	5.2	11.9
Standard error, total	0.12	1.13		2.89	1.43	1.00	1.51	2.11

Table 4. Proportion of children 6-11 years of age with unusual amount of absence from school, by reason for absence, age, and sex: United States, 1963-65

Age and sex	Percent with unusual absences	Proportion with such absences by reason				
		Total with absences	Illness of child	Illness of family	Other	Combination
	Percent					
Both sexes						
Total, 6-11 years	7.7	100.0	61.0	1.8	22.2	15.0
6 years	8.1	100.0	67.5	2.6	16.3	13.5
7 years	8.7	100.0	57.8	2.2	23.3	16.7
8 years	7.1	100.0	57.9	2.8	24.8	14.5
9 years	6.5	100.0	63.4	-	24.6	12.0
10 years	8.4	100.0	61.1	2.9	20.7	15.3
11 years	7.2	100.0	58.3	-	24.4	17.3
Boys						
Total, 6-11 years	7.0	100.0	61.6	3.4	22.6	12.3
6 years	9.8	100.0	69.1	4.2	16.0	10.8
7 years	6.8	100.0	56.2	4.6	22.9	16.2
8 years	7.1	100.0	56.9	3.0	31.4	8.7
9 years	5.1	100.0	59.5	-	25.5	15.0
10 years	6.8	100.0	63.0	7.1	18.5	11.4
11 years	6.4	100.0	62.7	-	24.8	12.5
Girls						
Total, 6-11 years	8.4	100.0	60.4	0.4	21.7	17.4
6 years	6.4	100.0	64.9	-	17.0	18.1
7 years	10.5	100.0	59.2	-	23.7	17.1
8 years	7.1	100.0	59.1	2.6	17.6	20.8
9 years	8.1	100.0	66.2	-	23.8	10.0
10 years	10.0	100.0	59.9	-	22.2	17.9
11 years	8.0	100.0	54.8	-	24.0	21.2
Standard error, total	0.38		3.04	0.52	2.62	2.03

Table 5. Percent of children 6-11 years of age for whom special resources were recommended, by type of problem, age, and sex: United States, 1963-65

Age and sex	Special resources recommended by type of problem									
	Some resource recommended	Hard of hearing	Sight-saving	Speech therapy	Ortho-pedic handicap	Gifted	Slow learner	Mentally retarded	Emotionally disturbed	Other
	Percent of all children									
Both sexes										
Total, 6-11 years	29.6	1.0	1.4	6.2	0.3	4.6	13.1	1.2	3.4	4.0
6 years	25.2	1.3	1.0	8.8	0.3	3.0	8.6	0.5	1.9	3.8
7 years	29.8	1.3	1.0	7.1	0.3	4.0	13.8	0.7	2.4	3.5
8 years	29.6	1.0	1.7	6.5	0.3	3.9	12.3	0.7	3.5	3.9
9 years	31.0	0.7	0.9	5.8	0.3	4.1	13.9	1.9	4.2	4.0
10 years	31.4	1.0	2.2	3.9	0.3	5.6	14.0	1.7	3.3	3.5
11 years	30.6	0.7	1.6	3.8	0.5	5.8	13.0	1.6	4.1	4.5
Boys										
Total, 6-11 years	33.8	1.1	1.5	7.5	0.3	4.1	15.4	1.7	4.4	4.5
6 years	25.3	1.5	0.8	10.3	0.2	2.1	9.8	0.9	2.2	3.3
7 years	31.9	1.1	1.3	9.7	0.2	3.2	15.8	0.9	2.5	2.8
8 years	35.3	1.5	1.3	7.6	0.6	3.0	15.9	1.2	5.4	5.6
9 years	37.5	0.7	1.1	8.0	0.2	4.3	17.5	2.8	6.5	4.9
10 years	36.3	1.0	2.5	4.7	0.2	5.2	16.5	2.2	4.5	4.2
11 years	36.2	0.8	2.1	4.8	0.4	6.8	16.8	2.4	5.5	6.1
Girls										
Total, 6-11 years	25.3	1.0	1.4	4.9	0.4	5.1	10.7	0.7	2.2	3.5
6 years	25.0	1.2	1.3	8.3	0.4	4.2	8.4	0.2	1.8	4.8
7 years	27.6	1.7	0.7	5.2	0.3	5.2	12.9	0.5	2.6	4.6
8 years	23.6	0.6	2.2	5.5	-	5.0	9.0	0.3	1.6	2.2
9 years	24.2	0.7	0.7	3.9	0.5	4.4	11.3	1.2	2.1	3.5
10 years	26.3	1.0	2.0	3.3	0.4	6.5	12.4	1.2	2.3	3.0
11 years	24.9	0.7	1.3	3.1	0.5	5.3	10.4	0.9	3.0	3.2
Standard errors										
Total	1.12	0.13	0.14	0.47	0.07	0.36	0.73	0.17	0.32	0.27
Boys	1.36	0.18	0.19	0.61	0.08	0.42	0.95	0.33	0.52	0.33
Girls	1.19	0.19	0.19	0.53	0.10	0.45	0.68	0.16	0.30	0.36

Table 6. Percent of children 6-11 years of age for whom special resources were recommended, by type of problem, grade, and sex: United States, 1963-65

Grade and sex	Special resources recommended by type								
	Hard of hearing	Sight-saving	Speech therapy	Ortho-pedic handicap	Gifted	Slow learner	Mentally retarded	Emotionally disturbed	Other
	Percent of those needing service								
Both sexes									
Total, 6-11 years	3.5	4.9	21.0	1.1	15.4	44.1	4.1	11.3	13.6
Boys									
Total, 6-11 years	3.3	4.5	22.2	0.9	12.0	45.4	5.1	13.1	13.3
Kindergarten	-	-	47.8	6.2	40.2	25.6	7.5	22.0	-
1st grade	6.5	3.8	38.5	-	5.6	48.1	1.0	6.4	12.0
2d grade	3.7	3.4	24.4	0.7	9.7	46.5	2.8	14.7	10.9
3d grade	1.7	2.9	17.2	1.7	7.9	55.3	2.5	14.4	14.6
4th grade	2.5	6.4	20.2	0.5	13.2	44.2	0.4	12.4	13.7
5th grade	3.2	4.2	11.6	1.4	14.0	46.0	3.8	16.6	14.6
6th grade	1.0	6.4	13.7	1.0	31.5	32.9	-	11.2	19.3
7th grade	3.7	5.2	19.0	-	30.0	48.3	5.4	19.1	0.1
Special class	4.6	7.1	27.7	-	-	21.2	67.1	14.9	9.7
Girls									
Total, 6-11 years	3.9	5.5	19.3	1.4	20.1	42.3	2.8	8.9	14.0
Kindergarten	-	-	37.7	-	24.2	23.3	-	-	41.1
1st grade	3.0	6.3	27.4	1.6	11.4	44.8	2.5	10.2	19.5
2d grade	6.4	2.4	22.1	1.0	20.9	43.7	0.8	8.5	11.5
3d grade	4.2	6.1	21.0	0.7	18.2	43.5	2.5	5.0	15.9
4th grade	2.6	7.2	9.7	3.7	19.1	48.1	-	9.6	11.1
5th grade	2.8	5.8	17.3	0.6	30.0	43.8	1.0	7.7	8.0
6th grade	2.6	8.5	7.3	1.3	30.1	37.8	-	9.7	12.0
7th grade	4.7	4.6	15.5	-	25.9	13.2	-	20.0	26.0
Special class	6.4	3.5	23.9	3.5	-	25.3	50.0	18.0	14.2
Standard error, total	0.44	0.44	1.11	0.24	1.22	1.46	0.57	0.96	*

Table 7. Percent of children 6-11 years of age for whom special resources were recommended and used, by type of problem, age, and sex: United States, 1963-65

Age and sex	Special resources recommended and used								
	Hard of hearing	Sight-saving	Speech therapy	Ortho-pedic handicap	Gifted	Slow learner	Mentally retarded	Emotionally disturbed	Other
Both sexes	Percent of those needing service								
Total, 6-11 years	33.9	35.2	47.4	44.1	34.2	29.4	65.4	22.2	30.9
6 years	43.3	49.7	43.3	57.8	18.0	24.9	37.5	14.1	35.8
7 years	7.1	27.6	51.8	50.8	36.3	35.4	52.8	17.9	37.7
8 years	37.2	29.6	50.7	29.4	20.0	28.2	75.6	7.7	26.4
9 years	46.2	23.7	48.3	24.7	28.8	29.5	61.4	33.0	32.8
10 years	37.6	31.8	41.7	48.9	44.5	22.9	63.9	25.5	29.4
11 years	47.8	48.2	45.4	52.2	44.9	34.0	82.6	27.6	24.3
Boys									
Total, 6-11 years	40.0	37.8	48.3	35.8	34.8	31.8	66.9	23.1	27.2
6 years	53.1	59.9	45.4	100.0	22.4	34.8	45.0	9.0	26.1
7 years	17.2	23.2	53.9	59.2	32.5	40.8	60.0	25.9	43.4
8 years	32.4	24.0	48.3	29.4	8.0	25.2	70.1	6.6	20.6
9 years	58.9	39.0	44.7	-	34.3	31.0	56.6	33.2	23.8
10 years	59.8	37.9	51.0	-	48.5	26.5	64.9	19.4	32.6
11 years	19.5	47.1	46.0	38.7	42.6	34.2	91.5	35.6	25.6
Girls									
Total, 6-11 years	26.8	32.3	46.0	51.2	33.6	25.8	61.5	20.4	35.6
6 years	30.6	43.0	40.6	42.7	15.7	12.8	-	20.7	42.7
7 years	-	36.0	47.7	44.3	38.7	28.6	40.5	10.0	34.1
8 years	49.4	33.1	54.2	-	27.7	33.8	100.0	11.4	41.8
9 years	31.8	-	56.1	34.7	23.1	26.8	73.0	32.6	46.2
10 years	14.6	24.2	28.2	69.2	41.2	18.1	62.0	37.6	24.7
11 years	78.2	50.1	48.3	63.8	48.0	33.7	57.9	13.0	21.8
Standard error, total	8.42	7.30	4.43	12.36	2.63	2.93	6.63	3.12	4.24

Table 8. Percent of children 6-11 years of age for whom special resources were recommended and available but *not* used, by type of problem, age, and sex: United States, 1963-65

Age and sex	Special resources recommended, available, not used for:								
	Hard of hearing	Sight-saving	Speech therapy	Ortho-pedic handicap	Gifted	Slow learner	Mentally retarded	Emotionally disturbed	Other
	Percent of those needing service								
Both sexes									
Total, 6-11 years	14.4	14.3	19.2	23.0	9.1	13.6	15.7	22.6	18.2
6 years	23.0	6.6	24.8	42.2	4.9	14.0	34.0	13.3	18.1
7 years	16.0	33.5	14.2	17.9	12.7	10.5	25.8	11.0	2.1
8 years	16.6	21.9	17.5	40.1	14.1	19.6	-	40.8	31.5
9 years	15.7	-	18.6	46.7	10.1	14.6	24.4	18.6	15.5
10 years	-	12.9	16.4	-	4.7	13.5	16.7	24.7	28.4
11 years	11.6	8.6	22.8	-	9.0	10.3	-	20.9	14.1
Boys									
Total, 6-11 years	18.8	15.0	21.5	19.3	11.6	13.7	16.6	23.7	21.6
6 years	26.9	-	26.7	-	14.1	13.6	40.8	23.6	24.1
7 years	29.1	30.2	16.9	40.8	14.7	11.8	40.3	5.7	5.4
8 years	23.1	26.4	19.0	40.2	21.8	19.4	-	39.3	27.8
9 years	-	-	21.5	-	5.7	13.1	23.4	17.7	23.7
10 years	-	13.3	21.0	-	10.4	13.5	14.8	24.0	31.4
11 years	22.4	13.7	24.5	-	9.0	10.6	-	23.0	13.2
Girls									
Total, 6-11 years	9.3	13.5	15.6	26.1	7.1	13.6	13.5	20.5	13.8
6 years	17.9	10.9	22.3	57.3	-	14.4	-	-	13.8
7 years	6.9	39.7	8.9	-	11.4	8.9	-	16.2	-
8 years	-	19.1	15.4	-	9.3	19.9	-	46.2	41.5
9 years	33.3	-	12.4	65.3	14.6	17.0	27.0	21.5	3.5
10 years	-	12.4	9.7	-	-	13.5	20.3	26.0	24.3
11 years	-	-	20.3	-	9.0	9.7	-	17.1	15.8
Standard error, total	3.87	2.32	1.21	8.65	2.03	1.17	3.28	2.28	2.11

Table 9. Percent of children 6-11 years of age for whom special resources were recommended but not available, by type of problem, age, and sex: United States, 1963-65

Age and sex	Special resources recommended but not available for:								
	Hard of hearing	Sight-saving	Speech therapy	Ortho-pedic handicap	Gifted	Slow learner	Mentally retarded	Emotionally disturbed	Other
	Percent of those needing service								
Both sexes									
Total, 6-11 years	51.7	50.4	33.4	32.9	56.7	56.9	18.9	55.1	50.9
6 years	33.7	43.7	31.9	-	77.0	61.1	28.4	72.6	46.1
7 years	76.9	38.8	34.0	31.3	51.0	54.1	21.3	71.1	60.1
8 years	46.2	48.4	31.8	30.4	65.8	52.2	24.4	51.5	42.0
9 years	38.1	76.3	33.1	28.6	61.1	56.0	14.1	48.3	51.6
10 years	62.4	55.3	41.9	51.0	50.8	63.6	19.3	49.7	42.2
11 years	40.6	43.2	30.3	47.7	46.1	55.7	17.4	51.4	61.6
Boys									
Total, 6-11 years	41.2	47.1	30.2	44.9	53.6	53.4	16.4	53.2	51.2
6 years	20.0	40.1	27.9	-	63.4	51.6	14.2	67.4	49.8
7 years	53.7	46.5	29.2	-	52.8	47.4	-	68.4	51.2
8 years	44.5	49.6	32.7	30.4	70.3	55.3	29.9	54.1	51.6
9 years	41.1	61.0	33.8	100.0	60.0	55.9	20.0	49.1	52.5
10 years	40.1	48.8	28.0	100.0	41.1	60.0	20.2	56.5	36.0
11 years	58.0	39.2	29.5	61.3	48.4	55.2	8.5	41.4	61.2
Girls									
Total, 6-11 years	63.9	54.2	38.4	22.6	59.2	60.6	25.0	59.0	50.5
6 years	51.5	46.1	37.1	-	84.3	72.7	100.0	79.3	43.5
7 years	93.1	24.3	43.4	55.7	49.9	62.4	59.4	73.8	65.9
8 years	50.6	47.8	30.4	-	63.0	46.3	-	42.4	16.6
9 years	34.8	100.0	31.5	-	62.3	56.1	-	45.9	50.3
10 years	85.4	63.4	62.1	30.8	58.7	68.4	17.7	36.3	51.0
11 years	21.8	49.9	31.4	36.2	43.0	56.6	42.1	69.9	62.5
Standard error, total	9.20	3.48	3.00	8.73	2.20	2.93	5.48	4.98	3.42

Table 10. Proportion of children 6-11 years of age, by intellectual ability and academic performance, age, and sex: United States, 1963-65

Age and sex	Intellectual ability				Academic performance			
	Above average	Average	Below average	No basis for judging	Above average	Average	Below average	No basis for judging
	Percent							
Both sexes								
Total, 6-11 years	24.1	53.4	18.1	4.4	22.9	51.5	23.6	1.9
6 years	22.4	56.7	14.6	6.3	20.7	56.4	19.3	3.5
7 years	24.5	52.9	17.2	5.4	23.8	50.5	23.8	1.8
8 years	26.0	53.4	16.7	3.9	24.2	52.3	21.9	1.6
9 years	23.3	53.6	19.4	3.7	22.9	50.9	25.0	1.3
10 years	23.6	51.9	20.7	3.8	23.2	48.7	26.0	2.1
11 years	24.8	51.7	20.2	3.3	22.7	50.4	25.7	1.2
Boys								
Total, 6-11 years	20.8	52.5	22.2	4.5	18.6	50.1	29.5	1.7
6 years	18.9	55.9	18.3	6.9	18.2	54.1	24.0	3.7
7 years	21.0	54.0	20.1	5.0	18.6	51.8	27.9	1.7
8 years	21.4	53.2	22.0	3.5	18.9	50.8	29.2	1.1
9 years	19.2	52.4	24.3	4.0	17.1	49.2	32.3	1.4
10 years	19.9	52.9	22.9	4.2	18.8	49.9	29.5	1.8
11 years	24.3	46.3	26.1	3.2	20.2	44.9	34.1	0.8
Girls								
Total, 6-11 years	27.6	54.2	13.8	4.3	27.4	53.0	17.5	2.1
6 years	26.0	57.5	10.8	5.6	23.4	58.8	14.4	3.4
7 years	28.1	51.9	14.3	5.8	29.2	49.1	19.7	2.0
8 years	30.9	53.6	11.2	4.4	29.8	54.0	14.1	2.0
9 years	27.6	54.8	14.2	3.4	29.0	52.7	17.2	1.1
10 years	27.4	50.8	18.5	3.3	27.6	47.5	22.5	2.3
11 years	25.3	57.2	14.2	3.3	25.2	56.1	17.1	1.7
Standard error, total	1.03	0.89	0.65	0.51	0.98	0.93	0.87	0.35

Table 10. Proportion of children 6-11 years of age, by intellectual ability and academic performance, age, and sex: United States, 1963-65—Con.

Age and sex	Intellectual ability above average with academic performance			Intellectual ability average with academic performance			Intellectual ability below average with academic performance		
	Above average	Average	Below average	Above average	Average	Below average	Above average	Average	Below average
	Percent								
Both sexes									
Total, 6-11 years	83.6	14.9	1.6	4.0	86.4	9.6	0.5	3.5	96.0
6 years	86.4	12.9	0.9	2.6	90.0	7.4	-	3.6	96.6
7 years	85.4	12.3	2.4	3.9	85.7	10.5	-	3.7	96.3
8 years	83.1	15.6	1.4	3.3	88.3	8.5	0.6	2.7	97.0
9 years	84.9	13.8	1.4	4.4	85.4	10.2	0.5	3.2	96.4
10 years	83.8	15.2	1.2	4.9	84.9	10.2	0.5	3.4	96.2
11 years	78.8	19.3	2.0	4.9	84.3	10.8	1.2	4.4	94.5
Boys									
Total, 6-11 years	78.9	18.3	2.7	2.8	84.4	12.8	0.4	3.4	96.2
6 years	83.6	14.3	2.1	3.2	88.0	8.8	-	3.2	96.8
7 years	80.1	15.7	4.2	2.0	84.8	13.1	-	4.3	95.7
8 years	79.1	17.6	3.2	2.4	85.7	11.8	0.9	1.6	97.5
9 years	77.2	20.4	2.3	3.4	82.3	14.3	-	3.6	96.3
10 years	81.5	17.4	1.0	3.0	84.6	12.3	1.0	3.9	95.2
11 years	73.4	23.4	3.1	2.8	80.0	17.2	0.8	3.7	95.5
Girls									
Total, 6-11 years	87.2	12.2	0.6	5.1	88.5	6.4	0.5	3.7	95.7
6 years	88.2	11.7	-	2.0	91.9	6.0	-	4.4	95.6
7 years	89.3	9.7	1.0	5.9	86.4	7.6	-	2.8	97.2
8 years	85.9	14.1	-	4.2	90.8	5.0	-	4.9	95.1
9 years	90.4	9.0	0.6	5.4	88.5	6.0	1.3	2.5	96.2
10 years	85.1	13.6	1.3	7.0	85.1	8.0	-	2.9	97.1
11 years	83.9	15.1	0.9	6.6	87.8	5.6	1.9	5.7	92.4
Standard error, total	0.86	0.97	0.34	0.36	0.77	0.64	0.24	0.59	0.69

Table 11. Proportion of children 6-11 years of age, by order chosen for side and frequency chosen as leader, and by age and sex: United States, 1963-65

Age and sex	Order chosen for side					Frequently chosen as leader			
	Among first	Neither first nor last	Always last	Change-able	No basis for judging	More frequently than average	As often as most	Almost never	No basis for judging
	Percent								
Both sexes									
Total, 6-11 years	24.0	45.9	10.4	5.3	14.4	11.0	50.9	21.6	16.5
6 years	21.3	44.4	7.9	7.7	18.7	7.3	54.1	17.1	21.5
7 years	23.5	48.2	9.4	4.8	14.0	9.4	53.2	19.1	18.2
8 years	24.5	45.9	10.3	4.4	14.9	12.9	50.1	19.9	17.1
9 years	24.9	45.8	11.9	5.3	12.2	11.8	51.0	22.8	14.3
10 years	25.7	46.4	11.2	4.5	12.3	12.8	50.3	23.5	13.4
11 years	24.5	44.5	12.1	4.9	14.0	11.7	46.2	27.7	14.4
Boys									
Total, 6-11 years	22.5	46.1	10.6	6.4	14.4	10.4	48.8	23.6	17.3
6 years	18.0	43.0	8.8	9.0	21.2	5.4	51.1	19.2	24.3
7 years	21.9	49.8	9.3	5.7	13.2	8.6	52.4	20.6	18.4
8 years	20.7	48.4	10.9	5.7	14.2	12.1	49.3	21.8	16.9
9 years	24.4	44.3	12.1	6.5	12.7	11.9	45.4	26.9	15.8
10 years	24.5	46.1	10.1	6.5	12.8	12.1	50.3	22.7	14.8
11 years	25.6	44.3	12.5	5.3	12.2	12.0	43.9	30.8	13.2
Girls									
Total, 6-11 years	25.6	45.7	10.3	4.0	14.3	11.6	53.0	19.6	15.7
6 years	24.7	45.9	6.9	6.4	16.0	9.2	57.2	14.9	18.6
7 years	25.2	46.6	9.6	3.9	14.8	10.2	54.0	17.7	18.1
8 years	28.4	43.2	9.7	3.1	15.7	13.7	51.0	18.0	17.2
9 years	25.4	47.3	11.6	3.9	11.8	11.8	57.0	18.5	12.7
10 years	26.8	46.6	12.3	2.4	11.8	13.4	50.3	24.3	11.9
11 years	23.3	44.7	11.6	4.4	15.9	11.3	48.6	24.5	15.6
Standard error, total	0.91	0.70	0.46	0.33	1.08	0.47	1.03	0.46	1.08

Table 12. Proportion of children 6-11 years of age, by adjustment, attentiveness, motor activity, age, and sex: United States, 1963-65

Age and sex	Adjustment			Attentiveness				Motor activity					
	A problem	Unusually well adjusted	No problem	Very attentive	Average	Less than average	No basis for judging	Constantly moving	More restless than average	Average	Very quiet	Varies	No basis for judging
	Percent												
Both sexes													
Total, 6-11 years	16.8	14.3	68.9	18.9	56.3	21.8	2.9	8.2	16.1	51.6	14.6	6.4	3.1
6 years	15.0	12.7	72.3	17.4	57.5	21.9	3.2	8.8	13.7	53.2	13.4	6.8	4.0
7 years	15.2	14.8	70.0	18.5	58.2	20.2	3.1	7.9	15.8	55.0	13.2	5.1	3.0
8 years	16.7	14.5	68.8	17.0	59.1	20.5	3.4	8.2	18.7	50.3	13.7	5.9	3.2
9 years	17.6	13.6	68.8	19.6	55.0	23.4	2.0	7.9	16.0	50.9	15.2	7.0	3.0
10 years	17.5	15.5	67.0	20.8	54.6	21.5	3.1	8.0	15.6	50.2	17.1	6.2	2.8
11 years	18.7	14.9	66.5	20.2	53.5	23.7	2.6	8.3	16.7	49.8	15.4	7.3	2.5
Boys													
Total, 6-11 years	23.7	11.9	64.4	13.8	54.7	28.5	3.0	12.4	20.5	47.2	11.6	5.5	2.8
6 years	21.5	12.1	66.4	13.7	54.9	27.7	3.7	12.1	18.7	47.0	11.6	7.0	3.7
7 years	20.5	12.7	66.8	12.7	57.0	27.2	3.1	11.8	19.0	52.2	9.7	4.6	2.8
8 years	26.2	10.3	63.6	11.0	57.6	28.0	3.4	12.4	23.9	44.6	11.0	5.3	2.8
9 years	25.0	10.7	64.3	14.0	51.1	32.7	2.1	13.5	19.7	46.0	12.0	5.6	3.2
10 years	24.2	13.2	62.5	14.5	57.1	25.0	3.4	12.4	19.8	46.7	13.2	5.2	2.7
11 years	24.6	12.8	62.6	17.0	50.4	30.3	2.3	11.9	21.8	46.8	12.1	5.6	1.8
Girls													
Total, 6-11 years	9.8	16.8	73.6	24.1	58.0	15.0	2.8	3.9	11.6	56.0	17.8	7.3	3.4
6 years	8.3	13.4	78.3	21.2	60.1	15.9	2.8	5.4	8.6	59.6	15.4	6.6	4.4
7 years	9.8	16.8	73.4	24.4	59.5	13.0	3.0	4.0	12.5	57.8	16.8	5.7	3.2
8 years	6.8	18.9	74.4	23.2	60.6	12.7	3.5	3.7	13.2	56.2	16.6	6.6	3.7
9 years	9.8	16.7	73.5	25.5	59.1	13.4	1.9	2.0	12.1	56.0	18.6	8.5	2.7
10 years	10.6	17.8	71.5	27.2	52.0	17.9	2.8	3.5	11.3	53.8	21.0	7.3	2.9
11 years	12.6	17.0	70.4	23.4	56.6	17.0	3.0	4.6	11.5	52.8	18.8	9.1	3.3
Standard error, total	0.78	0.71	0.92	0.68	0.77	0.83	0.42	0.41	0.54	0.82	0.47	0.46	0.29

Table 13. Proportion of children 6-11 years of age showing discipline or other problems, by type of problem, frequency of discipline, age, and sex: United States, 1963-65

Age and sex	Type of problem									Frequency of discipline			
	Excessive fighting	Too rough	Frequently injured	Aggressive behavior	Uses bad words	Other parents complain	Discipline not working	No basis for judging	Not a problem	Frequently	Occasionally	Never	No basis for judging
	Percent												
Both sexes													
Total, 6-11 years	6.4	5.1	2.6	6.9	2.1	0.7	1.5	4.2	75.6	7.0	47.8	36.2	9.0
6 years	5.3	5.1	3.3	6.0	1.8	0.2	1.3	5.1	75.5	8.2	49.5	33.7	8.6
7 years	6.6	5.4	1.8	6.2	2.0	0.8	1.1	3.4	76.0	6.8	49.7	33.7	9.9
8 years	6.4	5.0	3.5	7.3	2.4	0.8	1.3	3.1	74.2	6.7	48.9	37.4	9.0
9 years	7.3	5.4	3.3	6.6	2.6	0.7	2.2	5.2	74.8	6.2	47.9	36.0	9.8
10 years	6.5	4.7	2.1	7.3	2.0	1.2	1.9	4.8	75.8	7.3	47.2	37.0	8.5
11 years	6.2	5.2	1.8	8.0	2.0	0.7	1.2	3.7	77.7	6.6	45.3	39.8	8.4
Boys													
Total, 6-11 years	10.1	8.7	2.7	11.2	3.7	1.1	2.5	4.2	68.8	11.1	55.4	25.1	8.4
6 years	8.3	8.2	4.1	9.2	3.0	0.4	2.0	5.5	69.5	11.8	53.6	25.7	8.9
7 years	11.7	9.6	2.0	10.9	3.4	1.6	1.9	3.2	68.4	11.3	56.8	24.0	7.9
8 years	10.2	8.4	2.7	12.2	4.1	1.4	2.0	2.9	67.2	10.8	58.1	25.6	7.6
9 years	11.3	9.6	3.6	11.2	5.1	1.1	3.9	5.0	66.1	10.4	57.0	22.6	9.9
10 years	9.7	8.1	2.2	11.1	3.1	0.9	3.4	4.2	70.0	11.3	53.8	25.9	8.9
11 years	9.3	8.2	1.5	12.7	3.3	1.0	2.0	4.4	71.6	10.9	55.2	26.8	7.1
Girls													
Total, 6-11 years	2.5	1.5	2.5	2.4	0.5	0.4	0.4	4.2	82.7	2.7	39.8	47.8	9.7
6 years	2.3	2.0	2.4	2.6	0.6	-	0.6	4.8	81.6	4.4	45.2	42.0	8.3
7 years	1.3	1.2	1.5	1.4	0.6	-	0.3	3.6	83.8	2.1	42.4	43.6	11.9
8 years	2.3	1.4	4.3	2.1	0.5	0.2	0.8	3.3	81.5	2.4	37.4	49.7	10.5
9 years	3.0	0.9	3.0	1.6	-	0.3	0.3	5.3	83.8	1.8	38.3	50.1	9.7
10 years	3.2	1.3	1.9	3.3	0.9	1.6	0.4	5.3	81.7	3.2	40.4	48.5	8.0
11 years	3.1	2.1	2.0	3.3	0.6	0.4	0.4	3.0	83.8	2.0	35.2	53.0	9.7
Standard error, total	0.37	0.33	0.22	0.29	0.16	0.12	0.18	0.40	0.62	0.40	0.98	0.85	0.89

Table 14. Proportion of children 6-11 years of age showing discipline or other problem,by type of problem, grade, and sex: United States, 1963-65

Grade and sex	Type of problem								
	Excessive fighting	Too rough	Frequently injured	Aggressive behavior	Uses bad words	Other parents complain	Discipline not working	No basis for judging	None of these apply
Both sexes	Percent								
Total	6.4	5.1	2.6	6.9	2.1	0.7	1.5	4.2	75.6
Boys									
Total	10.1	8.7	2.7	11.2	3.7	1.1	2.5	4.2	68.8
Kindergarten	16.5	19.8	5.0	15.1	2.9	-	3.7	4.4	63.0
1st grade	8.3	8.1	2.6	8.8	3.4	0.5	2.2	5.8	68.7
2nd grade	13.4	10.0	3.1	12.3	3.5	2.6	2.6	2.4	67.4
3rd grade	11.5	8.4	4.3	12.5	4.9	0.7	2.1	4.6	65.8
4th grade	8.6	8.2	2.2	10.1	4.0	1.3	3.2	4.1	71.0
5th grade	9.2	9.0	1.8	13.1	3.8	1.0	2.5	2.6	69.7
6th grade	6.3	4.5	1.5	8.1	2.1	-	1.6	7.0	73.9
7th grade	6.7	4.6	-	11.4	-	-	2.7	2.5	81.9
Special class	20.8	23.8	4.6	19.1	5.7	2.6	7.9	2.7	47.3
Girls									
Total	2.5	1.5	2.5	2.4	0.5	0.4	0.4	4.2	82.7
Kindergarten	-	2.0	1.7	-	-	-	-	4.1	88.3
1st grade	2.5	1.7	2.4	3.2	0.6	-	0.7	5.5	78.3
2nd grade	2.6	2.3	2.9	1.9	1.0	-	0.4	3.3	82.6
3rd grade	2.1	0.6	4.1	1.3	0.3	0.2	0.6	3.6	83.9
4th grade	2.3	0.3	1.6	2.7	0.1	0.6	0.1	5.2	82.6
5th grade	3.7	2.6	2.4	3.3	0.7	1.6	0.6	4.4	83.3
6th grade	2.3	0.9	1.9	2.6	0.8	0.4	0.3	3.6	84.7
7th grade	1.2	2.1	-	1.2	-	-	-	2.4	88.8
Special class	3.5	5.5	4.8	3.0	-	-	-	2.5	78.7
Standard error, total	0.37	0.33	0.22	0.29	0.16	0.12	0.18	0.40	0.62

Table 15. Proportion of children 6-11 years of age, by degree of adjustment and frequency disciplined, age, and sex: United States, 1963-65

Age and sex	Proportion with an adjustment problem			Proportion unusually well adjusted			Proportion with no adjustment problem		
	Disciplined			Disciplined			Disciplined		
	Frequently	Occasionally	Never	Frequently	Occasionally	Never	Frequently	Occasionally	Never
	Percent								
Both sexes									
Total, 6-11 years	82.8	17.8	4.2	3.0	11.5	21.0	14.1	70.6	74.8
6 years	78.6	14.7	2.5	1.3	12.4	17.0	20.4	73.0	80.5
7 years	76.5	15.2	5.9	3.9	12.2	21.5	20.1	72.7	72.7
8 years	88.0	17.1	4.2	1.4	10.6	21.7	11.1	72.3	74.1
9 years	87.1	18.9	3.8	3.8	11.6	18.5	9.4	69.4	77.8
10 years	78.2	19.4	4.1	6.8	11.8	23.6	15.6	68.9	72.4
11 years	93.5	22.4	4.5	1.1	10.6	23.5	6.1	67.0	72.1
Boys									
Total, 6-11 years	86.3	21.3	4.8	2.6	10.2	19.8	11.1	68.5	75.4
6 years	84.3	20.4	2.3	1.8	10.1	22.4	13.9	69.5	75.2
7 years	79.8	17.5	5.5	4.6	12.2	16.6	15.6	70.2	77.9
8 years	89.7	22.7	7.5	1.7	8.1	16.6	8.6	69.2	75.9
9 years	92.6	21.2	4.8	1.1	10.6	14.5	6.3	68.1	80.7
10 years	79.3	22.6	5.3	5.0	9.8	24.4	15.7	67.5	70.2
11 years	93.2	23.7	3.4	1.3	10.1	23.6	5.5	66.2	73.0
Girls									
Total, 6-11 years	67.9	12.8	3.8	4.9	13.5	21.7	27.2	73.6	74.4
6 years	62.0	7.6	2.6	-	15.2	13.6	38.0	77.2	83.8
7 years	55.6	12.0	6.1	-	12.1	24.2	44.4	75.9	69.6
8 years	77.0	8.4	2.5	-	14.5	24.4	23.0	77.1	73.1
9 years	52.5	15.3	3.3	19.9	13.2	20.4	27.6	71.5	76.3
10 years	72.2	15.0	3.4	13.1	14.4	23.1	14.7	70.6	73.5
11 years	91.0	20.3	5.1	-	11.5	24.5	9.0	68.1	71.5
Standard error, total	2.16	0.73	0.60	0.93	0.73	1.26	1.79	0.97	1.44

Table 16. Proportion of children 6-11 years of age,by degree of discipline required, motor activity, age, and sex: United States, 1963-65

Age and sex	Proportion requiring frequent discipline					Proportion requiring occasional discipline					Proportion requiring no discipline				
	Motor activity					Motor activity					Motor activity				
	Constantly moving	More restless than average	Average	Quieter than average	Combination	Constantly moving	More restless than average	Average	Quieter than average	Combination	Constantly moving	More restless than average	Average	Quieter than average	Combination
	Percent														
Both sexes															
Total, 6-11 years	59.3	7.5	1.1	1.1	5.3	40.0	81.2	55.0	23.0	41.9	0.6	11.3	43.9	76.0	52.9
6 years	66.6	7.7	1.4	-	1.8	31.8	82.8	57.6	28.7	54.8	-	9.6	40.9	71.5	43.8
7 years	55.9	6.6	1.7	1.2	2.3	42.6	84.2	57.0	21.8	57.6	1.7	9.3	41.3	77.2	40.8
8 years	56.6	7.5	1.2	0.7	4.1	43.8	79.7	53.4	16.7	34.7	-	13.0	45.4	83.9	61.9
9 years	61.0	8.1	0.5	0.8	4.6	37.0	78.6	57.2	27.6	34.6	2.2	13.4	42.3	71.9	61.5
10 years	63.5	6.3	0.9	2.8	9.6	36.7	79.8	54.4	26.9	42.7	-	14.1	44.8	70.5	48.2
11 years	50.5	9.1	0.8	0.6	8.5	50.0	83.4	49.8	17.0	33.5	-	7.8	49.6	82.6	58.4
Boys															
Total, 6-11 years	64.9	9.1	1.9	1.7	7.3	34.6	84.0	64.8	31.5	62.2	0.4	6.9	33.4	66.8	40.5
6 years	71.0	9.1	2.4	-	-	29.0	81.7	63.5	35.1	63.4	-	9.2	34.1	64.9	36.6
7 years	65.1	8.6	3.0	-	5.0	34.9	87.2	63.6	33.2	71.1	-	4.2	33.4	66.8	23.9
8 years	63.4	9.8	1.5	1.7	6.1	36.5	84.8	64.0	20.9	44.5	-	5.5	34.5	77.4	50.4
9 years	65.0	8.4	1.1	2.0	3.4	32.4	82.8	71.0	42.3	46.9	2.6	8.8	27.9	55.6	49.7
10 years	67.6	7.4	1.9	4.4	16.5	32.3	83.6	64.5	28.6	40.9	-	9.0	33.6	66.9	42.6
11 years	57.1	10.8	1.3	1.6	16.7	42.9	83.8	61.9	28.1	46.8	-	5.5	36.8	70.2	36.4
Girls															
Total, 6-11 years	40.7	4.7	0.4	0.6	3.6	58.0	75.9	46.4	17.3	33.8	1.2	19.4	53.2	82.0	62.6
6 years	62.2	4.5	0.7	-	3.6	37.8	85.1	53.0	23.7	45.3	-	10.4	46.3	76.3	51.0
7 years	27.0	3.1	0.4	2.0	-	66.0	78.8	50.6	14.8	46.0	7.0	18.1	48.9	83.2	54.0
8 years	31.9	3.1	1.0	-	3.1	68.1	69.2	44.4	12.2	24.7	-	27.7	54.6	87.8	72.2
9 years	32.4	7.6	-	-	5.4	67.6	71.5	45.2	17.1	25.1	-	20.9	54.8	82.9	69.5
10 years	48.9	4.2	-	1.7	5.6	51.1	72.3	45.3	25.7	43.4	-	23.6	54.6	72.6	51.0
11 years	30.3	5.6	-	-	2.8	69.7	82.0	38.6	9.9	23.8	-	12.4	61.4	90.1	73.5
Standard error, total	2.83	0.90	0.19	0.40	1.35	2.74	1.41	1.35	1.87	3.77	0.31	1.07	1.35	1.80	3.00

Table 17. Proportion of children 6-11 years of age, by attentiveness and frequency of discipline, age, and sex: United States, 1963-65

Age and sex	Proportion with above-average attentiveness			Proportion with average attentiveness			Proportion with below-average attentiveness		
	Disciplined			Disciplined			Disciplined		
	Frequently	Occasionally	Never	Frequently	Occasionally	Never	Frequently	Occasionally	Never
	Percent								
Both sexes									
Total, 6-11 years	2.3	11.3	33.9	21.4	62.5	57.8	76.3	26.2	8.2
6 years	3.4	12.1	30.8	19.1	63.8	59.9	77.8	24.1	9.4
7 years	-	12.6	34.5	28.3	63.1	59.4	72.1	24.4	6.1
8 years	3.8	10.4	29.1	21.6	64.2	63.7	75.0	25.5	17.5
9 years	4.2	11.3	34.5	15.8	62.1	55.3	80.2	26.7	24.5
10 years	2.6	11.8	37.6	22.8	62.6	54.3	74.9	25.7	21.9
11 years	-	9.6	37.1	21.0	58.9	55.0	79.8	31.7	8.0
Boys									
Total, 6-11 years	2.1	9.4	30.7	21.3	62.1	57.3	76.6	28.5	12.0
6 years	3.1	8.4	32.3	20.0	65.1	52.3	76.8	26.4	15.4
7 years	-	10.0	28.0	26.9	61.3	64.9	73.1	28.6	7.1
8 years	4.4	8.0	21.3	20.0	63.0	68.5	75.6	28.9	10.2
9 years	3.0	10.4	31.5	14.0	59.1	48.8	83.1	30.4	19.6
10 years	1.8	8.5	33.9	25.2	67.4	58.1	72.9	24.1	8.0
11 years	-	10.7	37.4	21.2	56.9	50.3	78.8	32.4	12.3
Girls									
Total, 6-11 years	3.5	14.2	35.7	21.8	63.0	58.2	74.7	22.8	6.1
6 years	4.1	16.7	29.9	16.4	62.2	64.5	79.5	21.2	5.6
7 years	-	16.1	38.1	35.1	65.4	56.3	64.9	18.5	5.6
8 years	-	14.1	33.2	29.6	65.9	61.0	70.4	20.0	5.8
9 years	11.0	12.7	35.9	26.4	66.7	58.2	62.7	20.6	5.9
10 years	5.4	16.3	39.6	13.5	56.0	52.2	81.1	27.7	8.1
11 years	-	7.7	36.8	18.9	61.9	57.4	81.1	30.4	5.8
Standard error, total	0.57	0.79	1.15	2.25	1.05	1.15	2.38	0.96	0.79

Table 18. Proportion of children 6-11 years of age, by ratings on behavior scales, specific behavior problems, and sex: United States, 1963-65

Behavior scale rating and sex	Total 6-11 years	Specific behavior problem							
		Excessive fighting	Too rough	Frequently injured	Aggressive behavior	Uses bad words	Other parents complain	Discipline not working	None of these problems
Adjustment	Percent	Percent of group with specific behavior problem							
Problem: Total	16.8	28.5	23.0	7.8	31.0	9.1	3.3	8.7	38.8
Boys	23.7	32.6	27.8	6.8	36.7	11.4	3.6	10.5	32.9
Girls	9.6	18.0	10.8	10.6	16.7	3.5	2.5	4.2	53.8
Well adjusted: Total	14.3	1.1	1.2	1.4	1.5	0.7	0.3	-	85.4
Boys	11.9	1.5	2.4	1.3	3.0	1.6	0.4	-	81.4
Girls	16.8	0.8	0.4	1.5	0.4	-	0.2	-	88.3
No problem: Total	68.9	2.1	1.6	1.6	2.1	0.7	0.2	0.1	82.5
Boys	64.4	3.4	2.8	1.5	3.4	1.3	0.3	0.1	79.6
Girls	73.6	0.9	0.5	1.7	1.0	0.3	0.2	0.0	85.2
Disciplined									
Frequently: Total	7.0	44.4	35.5	6.8	56.9	16.7	6.5	20.3	15.8
Boys	11.1	46.3	39.8	5.8	59.8	18.5	6.1	21.5	13.4
Girls	2.7	36.0	16.6	10.8	44.5	8.9	8.5	15.3	26.1
Occasionally: Total	47.8	6.6	5.2	3.6	5.9	1.9	0.6	0.1	74.3
Boys	55.4	8.5	7.2	3.3	8.0	2.8	0.7	0.2	70.8
Girls	39.8	3.8	2.3	4.0	2.9	0.7	0.4	0.1	79.3
Never: Total	36.2	0.1	0.1	1.2	-	0.1	-	-	91.5
Boys	25.1	0.1	0.1	0.9	-	0.1	-	-	92.0
Girls	47.8	0.1	0.2	1.3	-	0.1	-	-	91.2
Motor activity									
Constantly moving: Total	8.2	35.4	30.7	8.4	45.0	11.5	4.4	14.8	25.6
Boys	12.4	39.2	34.8	7.5	48.6	13.5	4.0	16.6	21.6
Girls	3.9	22.8	17.1	11.7	32.9	5.2	5.8	9.1	38.8
Very restless: Total	16.1	11.6	8.2	4.6	11.1	3.8	1.1	0.9	63.1
Boys	20.5	14.4	11.0	3.7	14.6	5.2	1.5	1.3	58.9
Girls	11.6	6.5	2.9	6.1	4.7	1.3	0.3	0.3	70.9
Average: Total	51.6	1.9	1.8	1.5	1.9	0.8	0.2	0.1	86.5
Boys	47.2	3.0	3.3	1.6	3.2	1.5	0.4	0.3	83.5
Girls	56.0	1.0	0.5	1.4	0.8	0.2	0.2	-	89.1
Quieter: Total	14.6	1.6	0.9	1.9	0.9	0.4	-	0.2	88.4
Boys	11.6	3.0	1.2	1.5	1.7	0.9	-	0.6	87.0
Girls	17.8	0.7	0.6	2.3	0.4	0.1	-	-	89.2
Variable: Total	6.4	3.0	1.1	1.2	2.0	0.7	0.7	0.4	71.3
Boys	5.5	5.4	2.5	-	4.2	1.1	1.0	0.6	64.9
Girls	7.3	1.1	-	2.1	0.3	0.4	0.4	0.3	76.9

Table 18. Proportion of children 6-11 years of age by ratings on behavior scales, specific behavior problems, and sex: United States, 1963-65—Con.

Behavior scale rating and sex	Total 6-11 years	Specific behavior problem							
		Excessive fighting	Too rough	Frequently injured	Aggressive behavior	Uses bad words	Other parents complain	Discipline not working	None of these problems
Attention ability	Percent	Percent of group with specific behavior problem							
Above average: Total	18.9	1.1	1.0	1.2	1.4	0.1	0.2	0.2	87.9
Boys	13.8	1.8	2.1	0.4	3.1	0.3	0.3	0.4	85.6
Girls	24.1	0.6	0.3	1.7	0.3	-	0.1	-	89.3
Average: Total	56.3	3.3	2.7	2.0	4.0	1.0	0.4	0.4	80.8
Boys	54.7	5.2	4.8	2.0	6.6	1.9	0.5	0.8	76.5
Girls	58.0	1.4	0.7	2.0	1.4	0.1	0.3	0.0	85.0
Below average: Total	21.8	19.1	15.0	5.6	18.9	6.8	2.2	5.6	55.5
Boys	28.5	23.8	19.5	5.3	23.8	8.9	2.6	7.0	48.7
Girls	15.0	9.7	6.2	6.0	9.4	2.7	1.3	2.8	68.8

Table 19. Proportion of children 6-11 years of age who repeated one or more grades among those for whom special resources were recommended, by type of problem, age, and sex: United States, 1963-65

Age and sex	Special resources		Type of special resources recommended								
	Not recommended	Recommended	Hard of hearing	Sight-saving	Speech therapy	Orthopedic handicap	Gifted	Slow learner	Mentally retarded	Emotionally disturbed	Other
	Percent repeating grades										
Both sexes											
Total, 6-11 years	9.8	30.6	26.9	23.2	27.5	26.5	2.4	43.8	66.4	44.4	29.9
6 years	5.8	14.5	15.3	-	14.1	-	-	18.8	17.8	35.0	14.7
7 years	9.2	24.9	7.5	13.6	29.3	30.7	1.9	34.9	59.8	36.2	30.7
8 years	10.5	29.3	63.4	22.9	24.2	-	2.7	44.4	85.6	47.8	25.1
9 years	11.2	36.9	13.7	33.8	45.2	30.3	-	48.9	63.8	44.9	40.1
10 years	10.9	38.6	48.5	37.4	26.5	76.4	3.2	55.6	88.3	54.6	34.9
11 years	11.4	36.2	17.6	20.5	36.5	37.8	4.7	52.8	63.6	43.4	34.1
Boys											
Total, 6-11 years	12.1	34.3	37.4	16.5	31.0	33.4	2.7	45.5	61.4	46.7	34.4
6 years	7.2	16.8	26.9	-	15.3	-	-	17.9	20.4	36.8	7.5
7 years	9.8	24.3	19.3	11.5	30.8	59.2	-	30.2	21.5	24.8	37.6
8 years	12.7	34.1	55.5	19.3	30.6	-	-	48.1	89.0	49.9	32.2
9 years	14.8	39.2	24.7	23.2	46.4	100.0	-	46.5	53.1	47.2	46.0
10 years	12.8	42.8	55.4	21.8	30.4	-	2.5	64.9	90.9	51.9	34.4
11 years	16.4	42.6	33.2	13.6	41.2	35.2	8.3	56.6	58.7	51.3	40.7
Girls											
Total, 6-11 years	7.6	25.4	14.9	30.5	21.7	21.8	2.1	41.3	79.5	39.6	23.6
6 years	4.4	12.0	-	-	12.3	-	-	19.7	-	29.6	20.1
7 years	8.6	25.6	-	16.2	25.9	-	3.1	40.5	100.0	44.3	25.3
8 years	8.4	22.1	77.4	24.0	14.7	-	4.3	41.0	57.3	39.4	5.8
9 years	8.1	33.0	-	48.4	42.5	-	-	52.6	86.2	36.1	30.0
10 years	9.3	32.3	39.2	58.1	20.1	69.2	3.9	42.5	82.3	59.2	34.9
11 years	7.0	26.6	-	32.4	27.0	36.2	-	46.5	76.7	26.5	21.9
Standard error, total	1.10	1.61	5.70	3.91	2.89	10.31	0.91	2.41	6.05	3.81	3.70

Table 20. Proportion of children 6-11 years of age who repeated grades, by intellectual ability, academic performance, age, and sex: United States, 1963-65

Age and sex	Intellectual ability				Academic performance			
	Above average	Average	Below average	No basis for judging	Above average	Average	Below average	No basis for judging
	Percent repeating grades							
Both sexes								
Total, 6-11 years	11.7	3.0	44.3	23.2	2.5	10.0	40.9	25.9
6 years	6.4	2.2	19.4	17.0	2.6	4.1	21.9	18.6
7 years	10.4	5.9	36.2	15.0	3.4	9.2	35.3	4.9
8 years	12.9	2.1	46.1	27.9	2.7	11.4	40.8	50.8
9 years	13.6	2.2	53.9	30.5	0.8	12.8	49.0	23.6
10 years	13.5	2.6	52.0	36.5	3.5	11.2	46.6	41.0
11 years	14.2	2.6	51.6	21.9	2.1	12.0	47.6	26.7
Boys								
Total, 6-11 years	14.0	3.0	47.2	28.6	1.6	11.9	43.4	32.2
6 years	6.6	2.5	22.0	22.4	1.8	4.2	26.8	16.5
7 years	11.6	6.5	32.8	5.5	2.2	10.0	32.1	-
8 years	14.9	0.9	48.5	47.1	1.9	13.5	41.8	68.8
9 years	16.0	4.2	55.7	34.1	-	14.9	51.4	16.3
10 years	15.2	2.0	59.1	54.1	1.6	12.0	52.8	77.7
11 years	21.3	2.0	57.2	24.6	1.8	18.0	50.4	45.2
Girls								
Total, 6-11 years	9.5	2.9	39.4	17.8	3.2	8.2	36.6	20.8
6 years	6.2	2.0	14.7	10.3	3.3	4.1	13.2	20.4
7 years	9.0	5.4	40.6	23.7	4.2	8.4	39.5	8.5
8 years	10.9	3.0	40.7	14.1	3.2	9.3	38.5	38.4
9 years	11.1	0.7	50.5	25.5	1.2	10.6	44.0	31.4
10 years	11.7	3.0	43.0	16.1	4.8	10.2	38.5	13.4
11 years	8.4	3.2	40.4	18.9	2.4	7.2	41.6	15.4
Standard error, total	1.12	0.55	2.41	3.86	0.51	1.02	2.25	4.95

Table 21. Proportion of children 6-11 years of age who repeated grades, by order chosen for side, frequency chosen leader, age, and sex: United States, 1963-65

Age and sex	Chosen leader				Order chosen for side				
	More frequently than most	As often as most	Almost never	No basis for judging	Among first	Neither first nor last	Always last	Change-able	No basis for judging
	Percent repeating								
Both sexes									
Total, 6-11 years	6.0	11.4	27.0	21.8	7.1	14.5	33.0	21.8	20.7
6 years	1.1	5.5	8.9	16.2	0.5	7.8	12.1	7.5	15.6
7 years	3.9	10.4	24.2	18.2	7.1	12.4	34.2	15.9	16.4
8 years	8.1	10.7	28.8	23.6	5.9	14.1	33.0	27.4	24.3
9 years	3.9	14.2	34.1	25.7	7.2	19.0	37.3	28.9	22.7
10 years	7.8	14.4	29.4	34.5	9.3	16.9	37.6	28.5	33.3
11 years	9.1	14.2	31.7	17.5	11.9	17.2	38.4	32.9	15.4
Boys									
Total, 6-11 years	8.9	15.0	30.8	23.4	9.9	18.8	35.6	25.3	22.8
6 years	2.9	7.6	9.1	16.3	1.2	10.5	12.6	4.9	16.2
7 years	4.5	11.0	24.3	17.3	8.4	12.6	37.8	20.4	12.3
8 years	12.8	13.8	31.5	29.1	8.4	16.8	39.1	26.8	31.4
9 years	6.2	19.6	35.7	29.3	9.9	25.4	32.8	37.6	29.6
10 years	9.9	19.6	36.6	31.9	12.4	22.9	38.9	32.7	35.6
11 years	12.6	20.4	40.5	21.0	16.3	26.1	48.0	40.0	15.1
Girls									
Total, 6-11 years	3.4	8.0	22.3	20.0	4.6	10.0	30.2	15.7	18.6
6 years	-	3.5	8.6	16.0	-	5.2	11.4	11.3	14.6
7 years	3.5	9.9	24.0	19.0	5.9	12.1	30.2	9.1	19.9
8 years	3.8	7.4	25.2	17.5	4.0	11.0	25.0	28.2	17.4
9 years	1.5	9.5	31.6	20.8	4.6	12.6	41.9	11.7	15.0
10 years	5.8	9.0	22.4	37.1	6.3	11.0	36.2	17.6	30.9
11 years	5.0	8.7	19.7	14.3	6.8	8.1	27.5	22.2	15.6
Standard error, total	0.88	1.06	1.88	1.96	0.99	1.27	3.27	1.93	1.73

Table 22. Proportion of children 6-11 years of age who repeated grades, by degree of adjustment, attentiveness, frequency of discipline, age, and sex: United States, 1963-65

Age and sex	Adjustment			Attentiveness				Frequency of discipline			
	A problem	Unusually well adjusted	No problem	Very attentive	Average	Less than average	No basis for judging	Frequently	Occasionally	Never	No basis for judging
	Percent repeating grades										
Both sexes											
Total, 6-11 years	33.5	7.4	13.4	5.0	12.3	33.4	28.6	32.1	17.2	10.8	16.4
6 years	16.2	4.2	7.0	4.4	6.1	13.4	27.3	10.9	8.2	6.0	12.0
7 years	26.6	8.8	12.2	4.6	10.1	31.9	26.6	21.2	15.2	10.0	14.5
8 years	36.2	6.0	13.2	2.6	12.2	35.7	30.5	39.2	15.9	10.8	20.3
9 years	42.8	5.2	16.0	6.6	14.5	40.9	29.3	36.2	22.7	12.7	13.8
10 years	36.9	9.3	17.5	6.6	15.7	40.9	34.6	45.5	20.5	12.9	23.2
11 years	39.3	10.6	15.0	4.6	15.8	37.9	25.1	45.9	21.8	11.8	15.8
Boys											
Total, 6-11 years	34.8	11.2	15.5	6.6	14.1	35.6	30.5	33.0	19.4	13.5	20.2
6 years	18.0	4.0	8.0	6.5	5.3	17.6	29.8	12.9	9.0	8.2	14.2
7 years	23.6	15.3	11.4	4.4	9.5	28.9	19.0	21.0	13.8	10.9	18.9
8 years	34.6	9.4	15.8	-	14.4	36.6	45.5	38.7	19.0	13.3	22.7
9 years	45.1	7.3	18.5	11.5	15.8	42.1	34.3	35.8	25.0	15.8	22.4
10 years	39.3	13.2	20.1	6.8	19.2	44.8	27.0	44.0	24.2	14.1	24.8
11 years	44.4	17.4	20.1	8.4	21.6	43.6	23.2	48.3	25.4	19.2	18.0
Girls											
Total, 6-11 years	30.1	4.6	11.5	4.0	10.5	29.1	26.7	28.2	14.1	9.3	13.2
6 years	11.0	4.3	6.1	3.0	6.9	5.7	23.0	5.0	7.2	4.6	9.8
7 years	32.6	3.8	12.9	4.6	10.6	38.4	33.3	21.8	17.1	9.6	11.4
8 years	42.6	4.1	10.9	3.8	10.0	33.2	15.2	41.4	11.0	9.5	18.4
9 years	36.4	3.8	13.6	3.7	13.2	37.8	21.0	37.6	19.0	11.2	4.9
10 years	30.7	6.3	15.3	6.5	11.9	35.2	41.3	50.9	15.4	12.2	21.7
11 years	28.6	5.5	10.4	1.7	10.5	27.6	25.7	31.7	15.8	7.9	14.1
Standard error, total	2.24	1.37	1.08	1.04	1.17	1.77	5.16	2.63	1.19	1.19	2.43

Table 23. Proportion of children 6-11 years of age who repeated grades, by motor activity, age, and sex: United States, 1963-65

Age and sex	Motor activity					
	Constantly moving	Very restless	Average	Very quiet	Varies	No basis for judging
	Percent repeating grades					
Both sexes						
Total, 6-11 years	31.6	23.0	10.7	16.2	18.2	18.9
6 years	14.3	7.7	6.4	6.4	15.8	9.7
7 years	24.6	25.6	7.9	17.7	15.1	14.5
8 years	38.1	18.1	9.4	18.1	23.3	32.3
9 years	38.7	28.9	11.9	22.3	22.9	16.4
10 years	37.0	29.2	14.5	16.3	18.7	35.8
11 years	39.0	28.1	14.9	15.9	13.5	9.6
Boys						
Total, 6-11 years	33.0	24.5	13.4	19.4	21.8	25.4
6 years	15.3	9.4	7.1	5.7	24.2	11.6
7 years	22.6	23.7	7.6	18.0	21.4	20.0
8 years	38.2	21.7	11.4	24.2	22.6	45.6
9 years	39.4	30.4	15.6	27.2	28.0	17.8
10 years	40.2	32.4	17.6	21.0	4.8	54.6
11 years	40.8	29.9	22.2	19.6	25.6	15.9
Girls						
Total, 6-11 years	26.9	20.3	8.3	14.1	15.4	13.8
6 years	11.8	3.7	5.8	7.0	6.0	8.2
7 years	30.1	28.6	8.2	17.6	10.3	9.2
8 years	37.0	10.9	7.7	13.9	23.6	22.5
9 years	33.0	26.2	8.7	18.7	19.1	14.1
10 years	23.1	23.6	11.8	13.3	27.3	23.9
11 years	33.4	24.6	8.1	13.4	5.9	6.1
Standard error, total	2.26	1.79	1.13	1.96	2.34	3.24

Table 24. Proportion of children 6-11 years of age who repeated grades showing specific types of aggressive behavior, by type, age, and sex: United States, 1963-65

Age and sex	Type of problem								
	Excessive fighting	Too rough	Frequently injured	Aggressive behavior	Uses bad words	Other parents complain	Discipline not working	No basis for judging	None of these apply
	Percent of those repeating grades								
Both sexes									
Total, 6-11 years	14.4	11.6	3.8	13.0	5.1	1.8	3.3	6.6	64.1
6 years	10.8	9.6	7.9	13.2	4.4	-	-	11.6	62.5
7 years	7.9	8.7	2.7	8.2	5.1	0.4	1.4	8.8	65.5
8 years	15.2	15.1	4.1	14.7	5.6	1.6	3.7	5.0	59.6
9 years	15.5	13.0	4.7	11.9	5.8	1.7	4.3	7.6	62.3
10 years	14.1	9.6	2.3	12.0	3.0	2.0	5.0	6.8	66.8
11 years	12.7	12.5	3.3	17.6	6.5	2.5	3.5	2.9	68.4
Boys									
Total, 6-11 years	17.4	16.6	3.2	17.8	7.7	2.3	4.5	6.1	57.0
6 years	19.2	16.6	6.9	21.5	8.9	-	-	9.0	58.4
7 years	13.8	15.2	2.4	12.0	8.8	0.9	2.1	6.4	55.7
8 years	23.5	20.5	3.1	19.7	9.5	2.8	4.8	6.9	50.9
9 years	19.4	18.1	4.2	15.9	9.1	2.1	6.5	6.9	55.4
10 years	21.8	15.8	2.6	19.3	4.5	2.9	7.7	6.6	57.8
11 years	14.5	16.8	2.8	21.8	9.3	3.0	4.3	3.6	64.5
Girls									
Total, 6-11 years	5.7	3.2	4.8	4.9	0.9	0.9	1.5	7.4	76.0
6 years	4.2	3.6	9.7	7.0	-	-	-	16.0	69.1
7 years	1.8	1.8	3.5	4.7	1.2	-	1.0	12.1	76.4
8 years	6.3	6.1	7.8	5.4	1.0	-	2.9	1.6	75.4
9 years	10.1	4.5	7.3	4.7	-	1.7	1.8	8.8	74.6
10 years	4.7	1.6	2.2	2.8	1.2	0.9	1.6	7.2	81.0
11 years	11.6	5.1	5.3	9.3	1.6	2.0	2.0	1.9	77.3
Standard error, total	1.54	1.40	0.65	1.30	0.73	0.52	0.69	0.89	2.01

Table 25. Proportion of children 6-11 years of age showing degree of adjustment, by intellectual ability, age, and sex: United States, 1963-65

Age and sex	Proportion with an adjustment problem			Proportion unusually well adjusted			Proportion with no adjustment problem		
	Intellectual ability			Intellectual ability			Intellectual ability		
	Above average	Average	Below average	Above average	Average	Below average	Above average	Average	Below average
	Percent								
Both sexes									
Total, 6-11 years	8.0	13.7	38.0	10.1	33.1	3.4	58.8	76.2	58.6
6 years	6.9	13.6	34.9	10.3	27.1	2.4	66.1	76.1	62.8
7 years	8.1	12.9	35.0	10.7	32.7	4.3	59.4	76.5	60.9
8 years	7.3	13.1	42.6	9.2	35.0	1.3	57.8	77.7	56.1
9 years	9.7	12.4	40.5	9.3	34.2	1.9	56.2	78.2	57.7
10 years	7.7	16.2	31.1	11.0	36.0	6.0	56.5	72.8	63.0
11 years	8.8	14.0	44.1	10.5	33.5	4.1	57.8	75.6	52.0
Boys									
Total, 6-11 years	14.1	19.2	43.9	9.4	29.1	3.1	56.8	71.5	53.1
6 years	12.6	19.0	41.4	11.6	26.0	2.9	61.4	69.3	55.6
7 years	13.9	17.1	40.0	10.3	28.1	4.0	58.0	72.5	56.0
8 years	15.3	20.2	50.2	7.1	27.8	1.5	56.9	72.7	48.4
9 years	14.4	18.4	46.3	8.8	29.2	0.5	56.3	72.8	53.2
10 years	15.3	21.2	37.6	9.7	34.1	4.9	50.6	69.1	57.4
11 years	13.2	19.1	46.3	8.4	29.4	4.7	57.4	72.4	49.0
Girls									
Total, 6-11 years	3.3	8.2	28.3	10.9	36.3	4.0	60.4	80.9	67.7
6 years	2.6	8.2	23.5	9.0	27.9	1.4	69.6	82.8	75.1
7 years	3.7	8.4	27.5	11.0	36.1	4.8	60.2	80.6	67.7
8 years	1.4	5.8	27.0	11.3	40.2	1.0	58.5	82.9	72.0
9 years	6.1	6.4	29.9	9.9	37.8	4.4	56.0	83.7	65.7
10 years	1.9	11.0	22.8	12.3	37.3	7.4	60.8	76.7	69.9
11 years	4.6	9.7	39.6	12.1	37.4	3.0	58.1	78.1	57.4
Standard error, total	0.77	0.75	1.70	0.71	1.39	0.55	1.27	0.84	1.73

Table 26. Proportion of children 6-11 years of age showing degree of adjustment and academic performance, age, and sex: United States, 1963-65

Age and sex	An adjustment problem			Unusually well adjusted			No adjustment problem		
	Academic performance			Academic performance			Academic performance		
	Above average	Average	Below average	Above average	Average	Below average	Above average	Average	Below average
	Percent								
Both sexes									
Total, 6-11 years	4.4	11.5	41.2	36.5	10.0	3.2	59.1	78.5	55.6
6 years	3.7	11.3	39.7	31.1	9.2	3.3	65.3	79.6	57.0
7 years	4.2	11.2	36.8	37.1	10.6	3.7	58.8	78.2	59.7
8 years	3.4	11.7	44.1	37.8	9.3	1.5	58.9	79.1	54.5
9 years	6.3	10.6	42.7	36.0	9.4	2.9	57.9	80.1	54.6
10 years	4.8	13.1	37.6	37.7	11.3	4.9	57.6	75.6	57.7
11 years	4.2	11.1	46.6	38.6	10.8	2.7	57.3	78.2	50.8
Boys									
Total, 6-11 years	7.7	16.5	47.1	33.6	9.6	2.8	58.7	73.9	50.0
6 years	5.5	17.6	45.8	30.5	11.0	2.3	64.0	71.5	51.8
7 years	5.2	15.0	43.4	35.4	9.9	4.3	59.4	75.1	52.3
8 years	7.6	19.5	50.8	29.1	7.9	1.8	63.4	72.6	47.4
9 years	7.7	16.6	47.1	33.8	8.5	2.4	58.5	74.9	50.5
10 years	11.7	16.7	45.6	34.4	10.9	3.9	53.9	72.4	50.4
11 years	8.7	13.0	49.2	38.0	9.7	2.4	53.2	77.2	48.4
Girls									
Total, 6-11 years	2.1	6.6	30.8	38.5	10.5	3.8	59.4	83.0	65.4
6 years	2.3	5.3	29.3	31.4	7.5	5.0	66.2	87.2	65.7
7 years	3.5	7.1	27.1	38.2	11.4	2.7	58.3	81.5	70.2
8 years	0.6	3.9	29.3	43.6	10.7	0.8	55.8	85.4	69.9
9 years	5.4	4.5	33.7	37.4	10.3	3.8	57.3	85.2	62.6
10 years	-	9.3	26.7	40.0	11.8	6.2	60.0	78.9	67.2
11 years	0.6	9.6	41.0	39.0	11.6	3.4	60.5	78.8	55.6
Standard error, total	0.66	0.52	1.99	1.40	0.73	0.48	0.86	1.43	1.90

Table 27. Proportion of children 6-11 years of age showing attentiveness,by intellectual ability, age, and sex: United States, 1963-65

Age and sex	Above-average attentiveness			Average attentiveness			Below-average attentiveness		
	Intellectual ability			Intellectual ability			Intellectual ability		
	Above average	Average	Below average	Above average	Average	Below average	Above average	Average	Below average
	Percent								
Both sexes									
Total, 6-11 years	53.2	10.2	2.6	41.8	72.4	35.6	5.0	17.4	61.8
6 years	52.2	8.6	3.2	42.1	72.8	28.7	5.8	18.7	68.3
7 years	53.4	9.3	0.7	42.2	74.1	40.3	4.5	16.6	59.1
8 years	47.9	7.9	1.8	46.1	76.2	36.0	6.0	16.0	62.5
9 years	55.7	11.3	3.2	40.4	69.9	34.6	3.9	18.8	62.5
10 years	58.4	12.2	3.7	37.9	72.4	37.3	3.9	15.5	59.2
11 years	52.5	12.1	2.8	41.6	69.0	35.6	6.0	18.9	61.7
Boys									
Total, 6-11 years	43.8	7.8	1.9	48.4	69.0	32.7	7.8	23.2	65.3
6 years	44.8	7.7	3.1	47.6	69.0	24.5	7.6	23.3	72.4
7 years	38.9	7.9	-	52.1	69.2	36.5	8.9	22.8	63.5
8 years	38.5	5.1	0.8	51.3	74.2	31.3	10.2	20.7	67.8
9 years	43.5	9.4	2.8	49.3	62.6	30.2	7.2	27.9	67.0
10 years	52.2	7.7	1.5	43.6	73.6	38.8	4.2	18.7	59.7
11 years	45.7	9.4	3.1	46.3	64.5	33.9	8.0	26.1	63.0
Girls									
Total, 6-11 years	60.4	12.6	3.7	36.6	75.8	40.4	2.9	11.6	55.9
6 years	57.8	9.4	3.2	37.8	76.4	36.1	4.4	14.2	60.6
7 years	64.1	10.9	1.7	34.7	79.3	45.9	1.2	9.8	52.4
8 years	54.7	10.8	3.7	42.3	78.1	45.3	3.0	11.0	51.0
9 years	64.4	13.3	3.9	34.0	77.2	42.0	1.6	9.5	54.0
10 years	62.8	17.0	6.3	33.6	70.9	35.3	3.6	12.0	58.3
11 years	59.2	14.3	2.3	36.7	72.6	38.8	4.0	13.0	58.9
Standard error, total	1.56	0.49	0.44	1.67	0.95	1.86	0.65	0.80	1.95

Table 28. Proportion of children 6-11 years of age showing attentiveness, by academic performance, age, and sex: United States, 1963-65

Age and sex	Above-average attentiveness			Average attentiveness			Below-average attentiveness		
	Academic performance			Academic performance			Academic performance		
	Above average	Average	Below average	Above average	Average	Below average	Above average	Average	Below average
	Percent								
Both sexes									
Total, 6-11 years	58.4	10.1	2.3	39.8	76.4	34.0	1.8	13.5	63.7
6 years	54.8	9.8	1.8	42.9	76.2	25.5	2.5	14.0	72.9
7 years	57.9	9.5	1.1	40.7	78.4	38.5	1.4	12.2	60.4
8 years	54.6	6.9	1.7	44.0	78.7	36.8	1.4	14.5	61.6
9 years	60.7	10.4	3.6	38.4	75.9	31.9	1.0	13.7	64.6
10 years	62.7	12.3	2.7	36.8	75.1	36.4	0.6	12.6	61.0
11 years	60.1	12.3	2.7	36.1	74.1	33.4	4.0	13.6	63.8
Boys									
Total, 6-11 years	51.2	8.0	1.3	45.9	74.2	31.7	2.8	17.7	66.9
6 years	48.9	8.8	1.3	46.7	74.0	21.7	4.4	17.1	76.9
7 years	47.4	7.3	1.0	50.1	75.3	33.4	2.4	17.3	65.5
8 years	46.5	4.3	0.6	50.9	75.9	34.0	2.5	19.7	65.3
9 years	54.1	8.8	2.1	44.9	70.4	28.6	1.0	20.7	69.2
10 years	54.9	7.8	1.2	44.4	77.3	37.8	0.6	14.9	61.0
11 years	55.8	12.0	1.4	38.3	71.9	32.9	5.8	16.1	65.7
Girls									
Total, 6-11 years	63.4	12.2	4.1	35.6	78.6	38.0	1.0	9.3	57.8
6 years	59.4	10.7	2.5	39.6	78.2	32.0	0.9	11.1	65.5
7 years	64.6	11.9	1.3	34.7	81.5	46.1	0.7	6.6	52.6
8 years	60.0	9.4	4.0	39.3	81.4	42.6	0.6	9.3	53.4
9 years	64.7	12.0	6.5	34.2	81.3	38.2	1.0	6.7	55.3
10 years	67.8	17.2	4.9	31.6	72.7	34.2	0.6	10.2	60.9
11 years	63.4	12.6	5.5	34.2	75.8	34.6	2.4	11.6	59.9
Standard error, total	1.58	0.50	0.42	1.62	0.78	1.59	0.42	0.71	1.61

Table 29. Proportion of children 6-11 years of age showing intellectual ability by motor activity, age, and sex: United States, 1963-65

Age and sex	Above-average intelligence					Average intelligence					Below-average intelligence				
	Motor activity					Motor activity					Motor activity				
	Constantly moving	More restless than average	Average	Quieter than average	Combination	Constantly moving	More restless than average	Average	Quieter than average	Combination	Constantly moving	More restless than average	Average	Quieter than average	Combination
	Percent														
Both sexes															
Total, 6-11 years	10.7	14.8	28.3	33.2	27.6	44.5	54.6	61.6	46.0	48.8	44.8	30.6	10.1	20.8	23.6
6 years	13.4	16.0	27.1	30.0	14.1	41.1	60.2	67.2	51.0	57.5	45.6	23.8	5.8	19.4	29.2
7 years	14.7	9.1	29.8	37.4	30.7	45.6	60.0	60.2	42.1	45.8	40.2	31.1	10.0	20.7	24.6
8 years	12.5	20.2	30.8	34.5	23.6	43.3	58.0	60.6	44.0	48.9	44.6	21.8	8.6	21.6	27.7
9 years	7.8	11.9	26.5	35.2	28.2	45.1	51.1	62.7	44.1	51.1	47.5	37.2	10.9	20.6	21.5
10 years	10.3	12.0	27.3	31.5	30.9	50.2	55.3	59.3	42.6	52.8	40.2	33.0	1.34	26.1	16.9
11 years	5.5	18.6	28.0	31.1	38.2	43.3	43.8	59.8	53.5	39.6	51.5	37.8	12.2	15.5	22.7
Boys															
Total, 6-11 years	11.0	15.2	25.8	27.8	22.2	44.4	51.9	61.6	48.6	48.6	44.6	32.8	12.6	23.6	29.1
6 years	11.0	16.0	24.7	24.9	9.1	41.4	54.6	69.2	55.5	56.3	47.6	29.3	6.0	19.5	35.6
7 years	14.6	10.2	27.0	30.8	23.5	47.2	58.5	61.0	41.5	46.1	38.3	31.4	12.0	27.7	30.4
8 years	14.0	18.9	26.3	23.6	20.8	42.0	53.6	62.0	53.2	42.8	44.0	27.6	11.7	23.2	36.4
9 years	8.8	11.9	23.4	25.4	28.2	45.6	46.9	64.1	45.7	50.0	45.5	41.2	12.4	28.9	22.0
10 years	11.8	10.4	23.7	30.6	32.0	46.1	59.7	60.2	44.6	55.4	42.1	30.0	16.1	24.8	12.5
11 years	5.6	22.9	29.3	31.4	23.8	44.4	38.9	53.2	50.9	41.8	50.0	38.2	17.4	17.7	34.4
Girls															
Total, 6-11 years	9.9	13.8	30.5	36.8	31.6	44.6	59.7	61.6	44.3	48.9	45.5	26.4	8.0	18.9	19.5
6 years	19.2	15.9	28.9	33.8	19.2	40.1	72.9	65.4	47.1	58.9	40.7	11.2	5.7	19.1	21.9
7 years	15.1	7.4	32.3	41.1	35.6	39.8	62.0	59.4	42.3	44.7	45.0	30.6	8.2	16.5	19.7
8 years	7.0	22.9	34.6	42.0	25.7	47.2	66.9	59.4	37.5	53.7	45.8	10.2	6.1	20.5	20.6
9 years	-	11.8	29.2	41.9	27.8	39.7	58.2	61.3	43.0	51.2	60.3	30.0	9.5	15.0	20.9
10 years	4.4	14.8	30.5	32.0	29.8	63.1	47.0	58.5	41.2	50.4	32.4	38.2	11.0	26.8	19.7
11 years	5.1	10.2	26.8	30.9	46.7	40.0	53.1	65.7	55.1	37.9	54.9	36.7	7.5	14.0	15.4
Standard error, total	1.75	0.93	1.50	1.48	2.13	1.30	1.47	1.36	1.79	3.00	2.09	1.15	0.67	1.72	2.56

Table 30. Proportion of children 6-11 years of age showing academic performance, by motor activity, age, and sex: United States, 1963-65

Age and sex	Above-average academic performance					Average academic performance					Below-average academic performance				
	Motor activity					Motor activity					Motor activity				
	Constantly moving	More restless than average	Average	Quieter than average	Combination	Constantly moving	More restless than average	Average	Quieter than average	Combination	Constantly moving	More restless than average	Average	Quieter than average	Combination
	Percent														
Both sexes															
Total, 6-11 years	6.4	10.8	27.1	32.9	26.1	32.1	51.3	59.6	43.0	45.9	61.5	37.9	13.3	24.1	29.0
6 years	7.5	10.9	27.1	24.5	8.2	32.5	61.9	63.7	53.8	57.4	60.4	27.4	9.2	21.9	34.8
7 years	10.2	7.4	28.6	35.8	26.1	30.4	53.8	57.3	39.0	44.6	59.8	38.8	14.2	25.4	30.0
8 years	6.3	14.6	28.9	36.8	26.0	36.4	55.9	60.2	39.0	36.9	57.8	29.5	10.9	25.4	38.7
9 years	3.1	8.8	26.5	34.8	28.2	35.1	44.2	59.8	42.0	45.3	62.0	47.2	13.8	23.3	26.9
10 years	7.4	7.7	26.2	37.2	27.8	31.3	52.1	57.7	34.3	50.1	61.6	40.3	16.2	28.7	22.8
11 years	4.1	14.7	25.1	28.0	34.7	27.1	41.1	58.9	52.7	42.4	69.2	44.3	16.0	19.5	23.6
Boys															
Total, 6-11 years	6.1	11.0	23.7	27.0	19.5	31.4	48.7	59.4	45.4	45.4	62.4	40.2	16.9	27.6	35.1
6 years	7.1	11.5	25.9	22.5	3.2	32.5	56.8	63.2	57.3	52.7	60.4	31.7	10.8	20.1	44.1
7 years	7.2	7.5	23.4	32.9	16.4	32.6	61.5	61.2	32.1	50.0	60.1	41.0	15.4	36.0	33.6
8 years	8.0	13.5	23.9	24.5	26.9	32.6	52.7	60.5	45.8	20.7	59.4	33.7	15.6	29.7	52.4
9 years	3.5	7.9	21.9	24.6	27.1	35.3	40.5	59.6	47.3	47.8	61.2	51.7	18.5	28.1	25.1
10 years	8.2	6.8	23.4	32.4	24.5	26.7	56.4	57.8	38.2	62.0	65.1	36.8	18.8	29.3	13.4
11 years	2.7	17.9	24.0	25.3	20.7	28.4	35.2	53.6	50.5	39.0	68.9	46.8	22.4	24.2	40.4
Girls															
Total, 6-11 years	7.5	10.5	30.0	36.9	29.4	34.2	56.1	59.7	41.4	46.4	58.3	33.5	10.2	21.8	24.2
6 years	8.5	9.5	28.0	26.0	13.1	32.0	72.9	64.1	50.8	61.7	59.5	17.6	7.9	23.2	25.2
7 years	18.7	7.4	33.3	37.4	34.1	23.4	57.5	53.6	42.9	39.4	57.9	35.0	13.0	19.7	26.5
8 years	-	16.8	33.1	43.7	23.1	49.9	62.0	60.0	34.0	50.8	50.1	21.3	6.9	22.3	26.0
9 years	-	10.5	30.4	41.7	28.8	33.0	50.4	60.0	38.3	43.3	67.0	39.1	9.6	20.0	27.9
10 years	4.2	9.2	28.8	40.1	29.8	47.3	44.5	57.5	31.7	40.8	48.4	46.3	13.9	28.2	30.0
11 years	7.6	8.3	26.2	29.7	42.9	23.6	52.4	63.6	54.1	44.1	68.7	39.3	10.3	16.2	13.1
Standard error, total	1.47	1.00	1.62	1.79	2.23	2.21	1.66	1.40	1.95	3.41	2.61	1.39	0.86	1.83	2.84

Table 31. Proportion of children 6-11 years of age showing frequency of discipline, by intellectual ability, age, and sex: United States, 1963-65

Age and sex	Frequently disciplined			Occasionally disciplined			Never disciplined		
	Intellectual ability			Intellectual ability			Intellectual ability		
	Above average	Average	Below average	Above average	Average	Below average	Above average	Average	Below average
	Percent								
Both sexes									
Total, 6-11 years	4.2	6.1	16.8	41.6	55.7	57.7	54.2	38.2	25.4
6 years	6.2	7.4	20.8	47.7	57.0	53.5	46.1	35.7	25.9
7 years	5.3	6.8	13.4	44.3	58.6	62.5	50.5	34.6	24.4
8 years	3.3	5.9	18.2	44.3	54.6	52.4	52.5	39.5	29.5
9 years	4.4	4.9	15.4	35.7	57.2	61.9	60.0	38.0	22.8
10 years	3.3	6.0	16.5	39.0	55.9	56.5	57.7	38.2	27.1
11 years	2.8	5.4	17.4	38.3	50.9	59.2	58.9	43.8	23.5
Boys									
Total, 6-11 years	8.4	9.3	22.1	51.9	63.7	61.2	39.6	27.0	16.7
6 years	9.9	10.4	26.4	47.9	64.2	52.2	42.2	25.4	21.4
7 years	11.4	10.6	18.4	55.4	63.1	65.6	33.2	26.3	16.0
8 years	7.0	9.0	22.6	59.5	61.2	59.0	33.5	29.7	18.4
9 years	9.3	8.3	20.0	47.8	67.1	67.2	42.8	24.5	12.9
10 years	7.9	7.9	23.6	46.1	65.6	58.4	46.0	26.4	18.0
11 years	5.7	9.5	22.0	52.8	60.4	63.3	41.5	30.1	14.6
Girls									
Total, 6-11 years	0.9	2.8	7.8	33.4	47.7	51.8	65.7	49.5	40.4
6 years	3.4	4.4	10.8	47.5	49.7	55.5	49.1	45.9	33.8
7 years	0.7	2.6	5.2	35.7	53.6	57.0	63.6	43.8	37.8
8 years	0.5	2.6	8.6	32.8	47.4	38.2	66.6	50.0	53.1
9 years	0.8	1.4	7.3	26.6	46.9	52.5	72.5	51.7	40.2
10 years	-	4.0	7.4	33.6	45.6	54.1	66.4	50.4	38.6
11 years	-	1.9	8.3	24.1	42.7	51.1	75.9	55.4	40.6
Standard error, total	0.49	0.51	1.09	1.52	0.87	1.58	1.45	0.98	1.64

Table 32. Proportion of children 6-11 years of age showing frequency disciplined, by academic performance, age, and sex: United States, 1963-65

Age and sex	Frequently disciplined			Occasionally disciplined			Never disciplined		
	Academic performance			Academic performance			Academic performance		
	Above average	Average	Below average	Above average	Average	Below average	Above average	Average	Below average
	Percent								
Both sexes									
Total, 6-11 years	2.3	4.8	18.8	39.7	55.9	57.1	57.9	39.3	24.1
6 years	4.2	5.4	23.5	45.3	57.4	53.8	50.8	37.3	22.9
7 years	2.7	5.1	18.0	44.6	58.8	58.1	52.8	36.1	24.1
8 years	2.0	4.8	19.8	43.1	55.0	51.3	55.0	40.2	29.1
9 years	2.5	4.4	16.1	34.2	57.0	61.8	63.3	38.6	22.3
10 years	1.8	4.8	18.8	35.5	56.1	58.2	62.8	39.1	23.0
11 years	0.8	4.3	18.0	35.7	51.0	58.7	63.6	44.8	23.4
Boys									
Total, 6-11 years	4.9	7.4	24.6	50.6	64.6	59.6	44.4	28.0	15.9
6 years	7.3	7.9	29.3	45.0	65.1	53.9	47.7	27.0	16.8
7 years	6.8	8.2	23.8	58.5	64.8	58.7	34.7	27.1	17.5
8 years	4.1	7.2	24.5	58.5	63.7	54.8	37.4	29.1	20.6
9 years	5.2	7.4	20.8	45.8	67.2	67.8	49.0	25.4	11.4
10 years	4.4	6.4	27.2	44.4	65.1	58.6	51.1	28.4	14.2
11 years	1.9	7.0	23.1	50.2	61.7	61.7	48.0	31.2	15.1
Girls									
Total, 6-11 years	0.5	2.3	8.5	32.0	47.3	52.6	67.5	50.4	38.9
6 years	1.7	3.0	13.2	45.3	50.2	53.3	53.1	46.8	33.5
7 years	-	1.7	8.6	35.6	52.0	56.7	64.4	46.3	34.6
8 years	0.6	2.3	8.9	32.4	46.2	42.8	67.1	51.5	48.3
9 years	0.8	1.5	6.3	26.6	46.7	49.1	72.6	51.7	44.6
10 years	-	3.1	7.8	29.1	46.8	57.5	70.9	50.1	34.7
11 years	-	2.0	7.2	24.2	41.8	52.2	75.8	56.3	40.6
Standard error, total	0.41	0.40	1.46	1.75	0.89	1.70	1.81	0.81	1.64

Table 33. Proportion of children 6-11 years of age showing specific types of aggressive behavior problems, by intellectual ability, academic performance, and sex: United States, 1963-65

Scale rating and sex	Total 6-11 years	Specific behavior problem							
		Excessive fighting	Too rough	Frequently injured	Aggressive behavior	Uses bad words	Other parents complain	Discipline not working	None of these problems
Intellectual ability		Percent							
Above average: Total	24.1	3.3	2.6	1.6	4.0	0.7	0.5	0.8	82.0
Boys	20.8	5.9	5.2	1.0	7.4	1.5	1.1	1.8	77.5
Girls	27.6	1.2	0.6	2.0	1.3	-	-	-	85.6
Average: Total	53.4	5.5	4.3	2.8	6.2	1.9	0.6	1.2	78.2
Boys	52.5	8.7	7.3	2.7	10.5	3.2	0.9	2.0	71.7
Girls	54.2	2.3	1.4	2.8	1.9	0.5	0.4	0.4	84.6
Below average: Total	18.1	13.7	11.3	3.9	13.6	5.0	1.2	3.4	64.7
Boys	22.2	18.0	15.7	4.4	17.9	7.0	1.3	4.5	58.0
Girls	13.8	6.5	4.0	3.1	6.3	1.7	0.9	1.5	75.7
Academic performance									
Above average: Total	22.9	2.1	1.8	1.3	2.4	0.7	0.3	0.4	85.4
Boys	18.6	4.0	3.7	0.9	4.2	1.6	0.7	1.0	81.3
Girls	27.4	0.7	0.5	1.5	1.1	-	-	-	88.3
Average: Total	51.5	5.0	3.7	2.5	5.8	1.4	0.7	0.7	78.6
Boys	50.1	7.7	6.3	2.3	9.8	2.4	1.1	1.3	72.9
Girls	53.0	2.4	1.1	2.7	1.8	0.4	0.3	0.1	84.1
Below average: Total	23.6	14.1	12.0	4.3	14.2	5.5	1.3	4.5	63.7
Boys	29.5	18.6	16.5	4.7	18.9	7.6	1.4	5.7	57.2
Girls	17.5	6.1	4.1	3.5	6.1	1.8	1.1	2.4	74.9

Table 34. Proportion of children 6-11 years of age showing degree of adjustment, by order chosen for side, age, and sex: United States, 1963-65

Age and sex	An adjustment problem				Unusually well adjusted				No adjustment problem			
	Chosen for side				Chosen for side				Chosen for side			
	Among first	Neither first nor last	Always last	Change-able	Among first	Neither first nor last	Always last	Change-able	Among first	Neither first nor last	Always last	Change-able
	Percent											
Both sexes												
Total, 6-11 years	6.6	14.2	44.9	37.9	32.2	10.1	3.4	9.7	61.2	75.6	51.7	52.3
6 years	3.6	13.3	40.2	35.4	29.8	9.0	4.3	8.8	66.8	77.8	55.9	56.0
7 years	6.7	12.6	48.3	28.2	33.4	10.2	3.0	11.3	60.0	77.3	49.1	60.8
8 years	7.8	13.6	46.9	29.0	34.7	9.7	1.8	15.3	57.6	76.8	51.5	56.4
9 years	6.2	17.6	38.4	38.2	31.5	9.2	2.3	7.1	62.3	73.3	59.5	54.9
10 years	8.5	12.6	45.7	54.4	33.6	10.2	6.8	10.0	58.0	77.2	47.8	36.3
11 years	6.1	15.9	49.8	46.2	30.2	12.8	2.5	7.1	63.8	71.4	48.0	47.1
Boys												
Total, 6-11 years	11.0	21.0	54.9	45.4	28.0	8.4	2.9	8.2	61.0	70.6	42.3	46.4
6 years	7.2	19.5	46.6	40.7	27.7	10.5	3.7	9.0	65.1	70.0	49.7	50.3
7 years	12.4	18.5	56.4	33.8	25.8	10.4	4.8	10.3	61.9	71.2	38.9	55.9
8 years	16.1	20.6	63.4	35.8	28.7	5.9	2.3	11.1	55.2	73.5	34.3	53.1
9 years	8.6	25.3	46.6	51.8	30.6	5.2	-	5.3	60.8	69.5	53.4	42.9
10 years	13.4	18.5	64.0	52.4	28.4	8.9	4.3	11.8	58.1	72.5	31.7	35.8
11 years	8.1	24.2	52.4	60.7	26.4	9.7	3.1	-	65.4	66.1	44.4	39.3
Girls												
Total, 6-11 years	2.5	7.2	34.2	25.6	36.1	11.9	3.9	12.3	61.4	80.9	61.9	62.1
6 years	0.8	7.4	31.3	27.6	31.3	7.4	5.0	8.3	67.9	85.2	63.6	64.1
7 years	1.6	6.1	40.0	19.7	40.1	9.9	1.2	12.7	58.3	84.0	58.8	67.6
8 years	1.4	5.3	27.2	15.2	39.3	14.1	1.3	23.1	59.3	80.6	71.5	61.6
9 years	3.8	10.0	29.2	13.9	32.3	13.1	4.7	10.3	63.9	76.9	66.0	75.8
10 years	3.8	6.6	30.1	58.7	38.3	11.5	8.9	4.5	57.8	81.9	61.0	36.8
11 years	3.9	7.5	46.6	28.0	34.3	15.9	1.8	15.8	61.8	76.7	51.6	56.2
Standard error, total	0.83	0.88	2.25	3.71	1.84	0.61	0.82	2.15	1.66	0.99	2.06	3.92

Table 35. Proportion of children 6-11 years showing degree of adjustment, by frequency chosen leader, age, and sex: United States, 1963-65

Age and sex	An adjustment problem			Unusually well adjusted			No adjustment problem		
	Chosen leader			Chosen leader			Chosen leader		
	More often than most	As often as most	Almost never	More often than most	As often as most	Almost never	More often than most	As often as most	Almost never
	Percent								
Both sexes									
Total, 6-11 years	5.0	9.7	39.4	42.0	14.7	4.6	53.0	75.6	56.0
6 years	1.4	10.8	33.7	38.2	12.7	6.4	60.9	76.5	60.2
7 years	6.8	8.2	37.7	42.5	15.7	5.3	51.0	76.2	57.2
8 years	6.8	10.7	39.5	42.2	13.9	3.3	51.5	75.4	57.2
9 years	5.0	9.0	18.9	42.6	13.4	4.1	52.6	77.6	53.7
10 years	7.4	9.3	18.8	43.8	15.8	4.7	49.2	74.9	55.2
11 years	1.4	10.1	24.8	41.9	16.9	4.2	57.0	73.0	54.5
Boys									
Total, 6-11 years	8.5	14.9	48.5	40.0	11.7	3.5	51.4	73.4	48.0
6 years	3.8	15.7	41.3	37.8	13.1	7.4	58.4	71.2	51.2
7 years	13.1	12.5	42.2	39.9	12.4	7.3	46.9	75.0	50.4
8 years	13.8	17.6	53.3	37.4	7.8	0.7	48.7	74.6	46.0
9 years	7.2	13.4	52.8	41.7	9.7	1.7	51.1	76.8	45.5
10 years	10.0	14.7	52.3	38.3	14.2	3.3	51.7	71.1	44.4
11 years	1.1	15.8	47.1	44.2	12.9	2.1	54.6	71.3	50.8
Girls									
Total, 6-11 years	1.8	4.7	28.1	43.8	17.5	5.9	54.4	77.8	66.0
6 years	-	6.3	23.2	38.1	12.4	4.9	61.9	81.4	71.9
7 years	1.4	3.9	32.1	44.4	18.9	2.8	54.2	77.2	65.1
8 years	-	3.8	21.9	46.3	20.0	6.6	53.7	76.2	71.5
9 years	2.6	5.3	26.0	43.3	16.5	7.8	54.0	78.2	66.2
10 years	5.0	3.9	28.6	48.6	17.4	5.9	46.5	78.8	65.4
11 years	1.6	4.9	34.1	39.2	20.5	6.8	59.2	74.6	59.0
Standard error, total	0.87	0.66	1.53	2.49	0.74	0.68	2.32	0.91	1.53

Table 36. Proportion of children 6-11 years of age showing attentiveness,by order chosen for side, sex, and age: United States, 1963-65

Age and sex	Above-average attentiveness				Average attentiveness				Below-average attentiveness			
	Order chosen for side				Order chosen for side				Order chosen for side			
	Among first	Neither first nor last	Always last	Change-able	Among first	Neither first nor last	Always last	Change-able	Among first	Neither first nor last	Always last	Change-able
Both sexes	Percent											
Total, 6-11 years	45.9	14.8	6.6	8.1	52.1	65.9	34.9	49.2	6.2	20.6	59.1	43.5
6 years	43.2	14.7	9.9	5.9	57.0	63.0	30.7	58.1	3.9	23.6	60.8	36.9
7 years	46.0	14.2	4.1	4.3	52.8	69.9	34.0	50.8	5.5	17.2	62.8	45.6
8 years	47.7	11.1	7.7	1.5	53.1	69.7	38.8	57.4	3.6	20.3	54.6	41.5
9 years	47.4	14.8	5.1	11.1	48.4	64.9	36.8	47.6	8.6	21.7	58.8	42.9
10 years	46.9	17.2	7.1	9.0	50.8	66.0	33.6	35.2	6.7	18.5	60.1	57.4
11 years	44.1	17.4	6.4	18.1	51.6	61.6	35.1	41.6	8.4	22.6	59.3	42.1
Boys												
Total, 6-11 years	35.4	10.8	6.0	6.5	58.4	62.1	30.2	43.0	9.4	28.0	64.4	51.0
6 years	38.4	13.0	12.4	5.7	60.8	58.0	28.0	50.4	4.2	30.2	60.7	44.4
7 years	31.5	10.0	2.3	7.1	63.5	65.6	22.0	36.2	7.8	25.3	75.9	57.3
8 years	37.5	7.9	3.2	-	58.1	65.8	36.6	56.5	7.8	27.0	60.5	43.5
9 years	40.4	6.5	5.8	6.3	49.1	61.0	29.9	41.7	14.2	33.2	64.8	52.5
10 years	30.1	13.8	3.2	10.2	63.5	66.3	32.6	34.8	9.1	21.1	64.5	55.9
11 years	34.8	14.4	9.4	10.3	56.8	54.6	30.3	35.0	11.5	32.3	61.1	55.6
Girls												
Total, 6-11 years	55.5	19.0	7.1	10.8	46.3	69.9	40.1	59.5	3.2	12.8	53.4	30.6
6 years	46.7	16.3	6.3	6.2	53.8	68.0	34.1	69.4	3.7	17.2	60.2	25.0
7 years	58.9	18.9	5.9	-	43.0	74.5	45.7	72.0	3.4	8.4	48.9	27.9
8 years	55.5	14.7	13.4	4.4	49.2	74.0	41.3	58.8	0.3	12.6	46.5	37.2
9 years	54.4	23.1	4.4	19.0	47.6	68.7	43.9	56.8	2.9	10.3	52.1	25.8
10 years	62.5	20.6	10.2	5.3	38.7	65.6	34.3	35.2	4.5	15.7	56.4	59.9
11 years	54.3	20.3	3.1	28.0	45.7	68.7	40.1	49.8	4.9	12.8	57.1	24.7
Standard error, total	1.72	0.78	1.03	1.18	1.37	0.79	2.46	3.17	0.58	0.78	2.51	2.74

.. 60

Table 37. Proportion of children 6-11 years of age showing attentiveness, by frequency chosen leader, age, and sex: United States, 1963-65

Age and sex	Above-average attentiveness			Average attentiveness			Below-average attentiveness		
	Chosen leader			Chosen leader			Chosen leader		
	More often than most	As often as most	Almost never	More often than most	As often as most	Almost never	More often than most	As often as most	Almost never
	Percent								
Both sexes									
Total, 6-11 years	58.0	18.6	6.2	38.2	68.4	40.6	4.2	14.3	58.6
6 years	61.6	16.9	6.3	37.5	68.1	38.6	1.6	16.5	60.6
7 years	58.3	19.9	2.7	36.6	69.7	42.7	5.8	11.5	60.2
8 years	55.5	15.7	4.2	43.0	70.8	43.1	1.9	14.9	58.2
9 years	63.2	18.1	7.0	31.1	69.8	35.6	6.5	13.4	63.2
10 years	59.0	21.0	6.8	36.6	67.6	43.5	5.3	12.5	54.8
11 years	52.5	20.7	8.8	44.3	63.4	40.5	3.7	17.6	55.9
Boys									
Total, 6-11 years	47.3	13.7	4.4	46.9	67.8	35.7	6.3	20.3	65.9
6 years	49.8	13.7	8.4	46.4	67.6	31.5	4.2	20.5	66.1
7 years	43.4	13.8	4.2	48.8	69.9	31.2	8.6	17.9	71.0
8 years	48.5	9.0	0.7	48.8	71.4	38.4	3.0	21.6	66.9
9 years	54.0	12.8	2.0	34.6	68.2	32.5	12.5	20.9	72.0
10 years	43.9	16.2	2.5	50.7	69.3	43.8	6.0	15.9	59.1
11 years	44.4	17.1	8.4	52.7	59.1	36.5	3.1	26.2	60.7
Girls									
Total, 6-11 years	67.7	23.3	8.4	30.2	68.8	46.8	2.3	8.6	49.3
6 years	68.2	19.8	3.4	31.8	68.6	48.4	-	12.7	52.9
7 years	70.7	26.0	1.0	26.1	69.3	56.2	3.5	5.1	47.0
8 years	61.8	22.3	8.8	37.5	70.2	49.2	0.8	8.3	46.2
9 years	72.8	22.5	14.6	27.2	71.1	40.3	-	7.0	49.6
10 years	72.4	25.9	11.0	23.4	65.9	43.0	4.7	9.1	50.6
11 years	61.1	23.9	9.3	34.9	67.3	45.6	4.4	9.6	49.6
Standard error, total	2.33	0.69	0.59	2.30	0.83	2.07	0.73	0.91	2.20

Table 38. Proportion of children 6-11 years of age showing order chosen for side, by degree of motor activity, age, and sex: United States, 1963-65

Age and sex	Chosen for side first					Chosen neither first nor last		
	Motor activity					Motor activity		
	Constantly moving	More restless than average	Average	Quieter than average	Combination	Constantly moving	More restless than average	Average
	Percent							
Both sexes								
Total, 6-11 years	11.6	19.7	32.3	29.2	35.2	41.5	57.9	57.5
6 years	6.4	18.1	30.0	31.1	24.5	43.2	56.5	59.7
7 years	10.5	19.0	32.4	31.3	19.8	48.8	62.3	57.8
8 years	12.9	20.9	32.8	31.7	40.1	46.1	58.7	57.8
9 years	12.0	17.5	32.0	32.0	35.3	42.4	58.5	55.7
10 years	17.3	20.5	33.9	28.3	33.0	33.5	55.1	57.7
11 years	10.8	21.9	32.9	22.0	53.1	36.2	56.1	56.6
Boys								
Total, 6-11 years	11.0	19.7	33.6	23.3	31.5	43.8	58.4	56.7
6 years	4.1	11.8	30.9	22.2	28.6	45.6	54.6	60.2
7 years	8.4	18.4	33.3	26.7	5.3	50.5	65.6	57.5
8 years	13.2	22.7	27.5	22.9	31.0	49.7	55.2	62.1
9 years	11.4	16.2	35.0	34.5	42.9	42.7	64.0	52.2
10 years	15.4	24.7	36.2	16.2	28.9	33.0	55.3	56.2
11 years	12.6	22.5	38.6	17.7	45.3	42.3	55.5	52.2
Girls								
Total, 6-11 years	13.6	19.6	31.2	33.1	37.7	34.2	56.9	58.3
6 years	11.1	30.2	29.3	37.4	20.9	37.6	59.7	59.3
7 years	16.7	20.0	31.4	34.1	28.3	43.5	56.0	58.0
8 years	11.6	17.0	37.0	37.7	49.2	34.1	65.7	54.4
9 years	15.1	19.7	29.3	30.3	31.3	38.4	49.0	58.8
10 years	23.6	12.9	31.8	35.5	35.3	34.6	54.4	59.0
11 years	5.3	20.4	27.6	24.7	57.6	18.0	57.0	60.6
Standard error, total	1.29	1.48	1.08	1.88	3.60	3.07	1.10	0.98

Table 38. Proportion of children 6-11 years of age showing order chosen for side, by degree of motor activity, age, and sex: United States, 1963-65—Con.

Chosen neither first nor last		Always chosen for side last					Proportion chosen in changeable order				
Motor activity		Motor activity					Motor activity				
Quieter than average	Combination	Constantly moving	More restless than average	Average	Quieter than average	Combination	Constantly moving	More restless than average	Average	Quieter than average	Combination
Percent											
45.9	44.0	29.2	14.7	5.9	21.3	13.5	17.6	7.8	4.2	3.6	7.4
45.6	51.7	32.1	6.2	4.6	17.1	12.3	18.8	19.4	5.7	6.5	12.5
46.3	61.5	27.0	12.9	5.3	18.7	14.3	13.8	5.8	4.6	3.8	5.1
41.3	46.8	26.8	14.5	5.2	25.4	9.5	14.7	6.1	4.2	1.8	4.5
43.6	44.3	30.0	16.0	7.4	22.3	15.7	16.3	8.1	4.9	2.2	5.2
50.7	36.4	29.1	19.1	6.1	19.2	16.3	20.4	5.4	2.4	2.1	14.8
48.1	30.8	31.3	17.9	7.2	24.6	13.3	22.1	4.3	3.4	5.6	3.4
48.5	42.1	27.2	13.3	5.3	22.5	15.4	18.0	8.6	4.4	5.7	10.9
47.1	44.8	31.1	7.5	4.9	19.1	15.2	19.2	26.0	4.0	11.6	11.3
43.9	66.7	26.7	9.7	3.6	25.1	20.0	14.4	6.2	5.5	4.3	8.0
46.6	54.6	23.8	14.9	4.9	27.2	6.0	13.3	7.2	5.5	3.2	8.5
34.7	43.0	28.1	13.3	7.1	25.2	14.1	17.8	6.5	5.7	5.6	-
63.7	24.8	28.5	17.0	3.9	14.6	17.1	23.0	3.0	3.7	5.6	29.2
54.0	21.6	24.9	15.9	7.5	23.8	24.4	20.2	6.1	1.8	4.5	8.6
44.2	45.3	35.8	17.4	6.5	20.5	12.1	16.5	6.2	4.0	2.1	5.0
44.2	56.2	33.5	3.6	4.2	15.6	9.8	17.8	6.4	7.2	2.7	13.1
47.7	57.6	27.6	18.9	6.8	14.7	10.7	12.2	5.1	3.8	3.4	3.4
37.4	37.6	35.3	13.6	5.4	24.0	13.2	19.0	3.7	3.2	0.8	-
49.3	44.6	40.7	20.4	7.7	20.3	16.3	5.9	10.9	4.2	-	7.8
42.6	43.4	30.6	22.9	8.0	21.9	15.7	11.2	9.8	1.2	-	5.6
43.9	36.4	49.4	22.5	7.0	25.0	6.0	27.3	-	4.8	6.3	-
2.01	4.57	2.64	1.20	0.34	1.58	2.36	2.10	1.16	0.40	0.78	1.23

Table 39. Proportion of children 6-11 years of age showing frequency chosen leader, by motor activity, age, and sex: United States, 1963-65

Age and sex	Chosen leader more frequently than most					Chosen leader as often as most					Almost never chosen leader				
	Motor activity					Motor activity					Motor activity				
	Constantly moving	More restless than average	Average	Quieter than average	Combination	Constantly moving	More restless than most	Average	Quieter than average	Combination	Constantly moving	More restless than most	Average	Quieter than average	Combination
Both sexes	Percent														
Total, 6-11 years	5.1	7.8	15.0	16.8	12.8	37.1	54.6	70.3	46.9	62.4	57.8	37.8	14.6	36.3	24.8
6 years	3.0	3.6	11.2	14.6	4.6	45.7	65.1	77.9	51.4	85.3	51.8	31.5	10.9	34.3	30.8
7 years	6.2	5.7	12.7	19.4	4.2	36.6	63.3	73.5	46.8	75.2	57.3	31.1	13.8	33.9	21.1
8 years	7.5	9.8	17.5	19.2	25.0	43.3	61.3	69.8	42.1	44.8	49.7	29.1	12.8	38.9	31.1
9 years	4.5	8.1	15.4	18.5	11.1	25.7	50.1	72.0	44.3	66.2	70.3	42.1	12.7	37.4	23.2
10 years	5.8	9.0	17.7	14.4	13.8	38.9	48.7	65.3	52.4	62.8	55.8	42.5	17.0	33.5	24.4
11 years	3.6	8.5	15.8	15.0	16.2	32.9	40.6	63.2	45.3	64.0	63.8	51.0	21.1	39.7	20.3
Boys															
Total, 6-11 years	5.2	8.2	16.2	13.6	12.3	38.2	54.2	69.8	48.4	60.4	56.6	37.6	15.1	38.0	27.2
6 years	2.3	1.1	10.4	11.1	-	38.7	62.5	78.4	55.6	66.7	59.0	36.4	11.2	33.2	33.3
7 years	4.9	6.3	13.1	16.6	-	32.2	68.1	74.0	39.5	72.8	62.9	25.6	12.9	44.0	27.2
8 years	8.9	10.5	17.6	16.1	22.3	46.0	58.8	68.2	44.4	45.6	45.1	30.7	14.2	39.5	32.1
9 years	5.1	9.1	17.1	18.8	20.2	26.0	44.7	68.5	40.5	59.5	68.8	46.2	14.3	40.7	20.3
10 years	4.2	9.3	20.6	6.4	20.4	37.4	55.0	64.0	62.4	57.5	58.4	35.7	15.3	31.2	22.1
11 years	5.1	10.7	18.3	12.8	9.8	37.0	38.3	58.8	47.9	63.6	57.9	51.0	22.9	39.3	26.5
Girls															
Total, 6-11 years	4.8	6.6	14.0	18.9	13.2	39.7	55.4	71.7	45.9	63.8	55.4	38.0	14.3	35.2	23.0
6 years	4.5	8.0	11.9	16.9	9.3	60.5	69.5	77.4	48.2	63.3	35.0	22.5	10.7	34.9	28.4
7 years	9.2	4.6	12.4	21.3	7.3	47.4	55.2	73.0	51.6	76.3	43.3	40.2	14.6	27.0	16.4
8 years	2.7	8.2	17.4	21.3	27.1	33.5	66.9	71.0	40.4	43.3	63.7	25.8	11.6	38.3	29.5
9 years	-	6.2	13.8	18.3	6.0	22.7	58.9	74.8	46.6	69.3	77.3	34.8	11.3	35.1	24.6
10 years	10.9	8.5	15.2	19.2	9.7	42.8	37.9	68.3	46.1	64.9	46.3	53.6	18.6	34.7	25.4
11 years	-	3.8	13.5	16.5	20.6	22.4	46.4	67.1	43.5	63.7	77.6	50.8	19.4	40.0	15.6
Standard error, total	0.99	1.03	0.89	1.15	1.90	2.39	1.72	0.89	1.58	3.94	2.23	1.38	0.41	1.75	2.71

Table 40. Proportion of children 6-11 years of age showing frequency of discipline, by order chosen for side, age, and sex: United States, 1963-65

Age and sex	Frequently disciplined				Occasionally disciplined				Never disciplined			
	Order chosen for side				Order chosen for side				Order chosen for side			
	First	Neither first nor last	Always last	Change-able	First	Neither first nor last	Always last	Change-able	First	Neither first nor last	Always last	Change-able
	Percent											
Both sexes												
Total, 6-11 years	2.9	6.1	18.4	22.6	47.9	55.9	49.9	54.5	49.2	37.9	31.7	23.0
6 years	1.0	8.7	21.6	22.1	49.5	55.5	55.5	51.0	49.6	35.9	23.4	27.1
7 years	3.3	6.5	19.5	10.7	48.4	60.3	52.4	63.2	48.4	33.2	28.4	26.6
8 years	3.4	6.0	16.2	20.9	46.8	55.5	45.5	57.9	49.9	38.5	38.4	21.7
9 years	2.7	5.4	14.5	26.8	46.9	56.4	54.6	49.7	50.5	38.2	31.2	23.7
10 years	3.7	4.4	24.3	33.7	50.7	57.1	42.0	49.5	45.7	38.5	33.8	17.7
11 years	3.2	5.8	16.0	22.7	45.5	50.3	51.7	59.8	51.4	43.9	32.5	17.8
Boys												
Total, 6-11 years	5.1	9.6	28.1	29.3	61.5	63.8	52.4	55.0	33.4	26.6	19.5	15.7
6 years	1.1	12.2	27.7	24.8	59.5	60.4	55.4	56.3	39.3	27.4	16.8	18.8
7 years	6.9	10.1	32.5	17.6	60.6	65.5	50.4	66.6	32.5	24.3	17.2	15.8
8 years	7.0	8.9	21.8	26.4	57.9	64.6	53.9	58.2	35.1	26.5	24.2	15.4
9 years	5.4	9.4	22.5	35.4	61.6	67.0	58.5	50.9	33.0	23.6	19.0	13.7
10 years	4.4	7.4	42.1	38.7	65.7	64.9	38.6	45.1	29.9	27.7	19.3	16.2
11 years	5.2	9.8	25.4	35.1	62.7	59.6	54.9	52.7	32.1	30.6	19.7	12.2
Girls												
Total, 6-11 years	0.9	2.5	8.1	11.0	35.4	47.6	47.2	53.6	63.7	49.9	44.6	35.3
6 years	0.8	5.5	12.5	17.7	41.6	50.8	55.0	42.5	57.5	43.8	32.5	39.8
7 years	-	2.4	5.7	-	37.0	54.3	54.1	57.2	63.0	43.3	40.1	42.8
8 years	0.7	2.4	9.7	10.1	38.2	44.4	35.6	56.4	61.2	53.2	54.7	33.4
9 years	-	1.6	5.1	12.2	31.7	46.0	49.8	47.5	68.3	52.4	45.1	40.3
10 years	3.0	1.4	10.6	20.4	36.2	49.1	44.4	58.7	60.8	49.5	44.9	20.9
11 years	0.9	1.6	6.1	4.3	26.2	40.4	48.2	69.7	72.8	58.0	45.6	26.0
Standard error, total	0.39	0.46	1.99	2.71	1.90	1.16	2.06	3.35	1.96	1.07	1.58	2.38

Table 41. Proportion of children 6-11 years of age showing frequency of discipline, by order chosen for leader, age, and sex: United States, 1963-65

Age and sex	Disciplined frequently			Disciplined occasionally			Never disciplined		
	Chosen leader			Chosen leader			Chosen leader		
	More frequently than most	As often as most	Almost never	More frequently than most	As often as most	Almost never	More frequently than most	As often as most	Almost never
Both sexes	Percent								
Total, 6-11 years	2.3	4.5	17.1	47.2	54.3	52.8	50.6	41.2	30.1
6 years	-	6.8	19.2	44.7	54.6	54.8	55.7	38.7	26.2
7 years	3.3	5.2	14.6	52.1	58.1	56.1	44.9	36.8	29.5
8 years	3.0	4.9	15.5	44.8	55.6	51.0	52.4	39.6	33.5
9 years	3.8	2.9	17.4	47.5	52.6	55.3	48.8	44.6	27.4
10 years	2.1	3.8	19.2	50.4	53.7	50.7	47.8	42.6	30.3
11 years	0.6	3.0	16.9	44.1	51.0	50.4	55.5	46.0	32.8
Boys									
Total, 6-11 years	4.2	7.0	25.3	60.6	63.2	56.6	35.2	29.8	18.1
6 years	-	8.1	28.0	65.8	59.0	54.3	34.2	32.9	17.7
7 years	6.9	8.6	23.0	61.6	67.0	53.0	31.5	24.4	23.9
8 years	6.3	7.9	21.5	58.1	64.0	59.4	35.6	28.1	19.1
9 years	7.1	5.2	25.2	60.2	64.8	60.8	32.7	30.0	14.0
10 years	1.7	6.0	31.0	63.8	61.3	54.3	34.6	32.7	14.7
11 years	1.2	6.0	23.8	57.0	62.8	56.5	41.8	31.1	19.7
Girls									
Total, 6-11 years	0.5	2.0	6.9	34.5	45.8	48.0	65.0	52.2	45.1
6 years	-	5.5	7.0	31.4	50.3	55.2	68.6	44.1	37.8
7 years	-	1.7	4.0	43.2	48.8	59.7	56.8	49.4	36.2
8 years	-	1.7	8.2	32.2	46.6	40.7	67.8	51.7	51.1
9 years	-	1.0	5.5	32.9	42.5	46.8	67.1	56.4	47.7
10 years	2.5	1.6	8.1	37.2	45.7	47.1	60.3	52.6	44.8
11 years	-	0.2	7.8	30.1	39.7	42.5	69.9	60.1	49.7
Standard error, total	0.45	0.40	1.32	2.98	1.17	1.40	3.04	1.07	1.29

Table 42. Proportion of children 6-11 years of age showing degree of aggressive behavior by order chosen for side, age, and sex: United States, 1963-65

Age and sex	Fighting excessively				Too rough				Frequently injured				Very aggressive			
	Order chosen for side				Order chosen for side				Order chosen for side				Order chosen for side			
	First	Neither first nor last	Always last	Changeable	First	Neither first nor last	Always last	Changeable	First	Neither first nor last	Always last	Changeable	First	Neither first nor last	Always last	Changeable
	Percent															
Both sexes																
Total, 6-11 years	2.9	5.1	15.5	20.4	2.8	4.6	10.0	13.1	1.0	2.5	7.5	5.0	4.7	5.6	12.8	19.5
6 years	0.5	4.6	18.3	14.1	-	5.3	9.5	13.2	0.9	3.1	8.4	7.9	0.9	5.2	12.9	15.9
7 years	4.5	5.8	13.6	21.2	4.0	4.8	8.6	18.8	0.8	2.0	6.0	-	4.5	5.8	12.4	11.1
8 years	2.9	4.2	15.1	25.5	3.6	3.5	14.6	10.5	1.9	2.8	12.6	5.2	4.6	6.3	10.2	20.8
9 years	3.8	5.2	16.7	28.6	3.3	5.1	8.6	4.9	1.8	3.1	7.7	10.3	4.2	5.3	12.5	23.2
10 years	3.0	5.1	15.1	21.3	2.9	3.9	9.3	14.0	0.5	1.7	6.9	4.8	7.9	4.8	16.4	17.0
11 years	2.4	5.5	16.1	15.1	2.5	4.9	9.8	18.0	0.4	2.5	4.0	-	5.7	6.9	11.4	31.8
Boys																
Total, 6-11 years	5.3	7.6	23.1	27.1	5.2	7.6	15.5	18.8	1.0	2.5	7.3	5.4	8.1	9.3	19.5	26.3
6 years	1.2	6.3	24.8	17.7	-	8.0	14.5	18.3	1.1	4.0	10.3	6.7	1.1	7.8	21.2	18.8
7 years	8.7	9.9	23.4	33.1	6.7	8.4	13.8	28.8	1.4	2.2	5.1	-	8.4	10.3	18.9	18.5
8 years	6.3	6.8	19.1	29.4	8.2	6.0	18.9	13.3	0.7	1.8	11.4	5.2	9.7	10.1	13.0	28.0
9 years	6.0	7.3	25.6	40.8	6.5	8.6	15.0	7.7	3.1	2.1	9.2	12.0	7.7	9.2	18.7	36.3
10 years	5.3	7.1	24.0	21.0	5.2	6.5	16.7	19.0	-	2.2	7.4	6.5	11.2	7.2	27.8	18.6
11 years	3.4	8.3	21.9	24.0	3.9	7.9	13.9	29.1	-	2.7	1.0	-	8.8	11.4	18.8	43.3
Girls																
Total, 6-11 years	0.8	2.4	7.4	9.2	0.5	1.4	4.2	3.5	1.0	2.5	7.8	4.4	1.7	1.8	5.2	8.2
6 years	-	3.0	4.9	8.8	-	2.5	3.0	5.9	0.7	2.2	5.9	9.6	0.8	3.0	1.9	11.8
7 years	0.8	1.3	3.7	3.3	1.6	0.7	3.3	3.3	-	1.8	6.9	-	1.0	0.4	5.9	-
8 years	0.3	1.2	10.3	17.6	-	0.5	9.3	5.0	2.9	3.9	14.0	5.1	0.8	1.8	6.9	6.3
9 years	1.6	3.2	7.0	1.5	-	1.5	1.5	-	0.6	4.0	6.0	7.3	0.7	1.4	5.6	-
10 years	0.7	3.0	7.6	21.4	0.7	1.3	3.0	-	1.0	1.1	6.5	-	4.8	1.9	8.7	12.0
11 years	1.4	2.8	9.7	4.1	0.9	1.9	5.2	4.3	0.8	2.2	7.3	-	2.3	2.4	3.2	17.6
Standard error, total	0.42	0.43	1.82	2.49	0.45	0.38	1.51	1.78	0.26	0.37	1.25	1.33	0.56	0.43	1.39	1.63

Table 42. Proportion of children 6-11 years of age showing degree of aggressive behavior, by order chosen for side, age, and sex: United States, 1963-65—Con.

Age and sex	Using bad words				Other parents complain				Discipline not working				No discipline problem			
	Order chosen for side				Order chosen for side				Order chosen for side				Order chosen for side			
	First	Neither first nor last	Always last	Change-able	First	Neither first nor last	Always last	Change-able	First	Neither first nor last	Always last	Change-able	First	Neither first nor last	Always last	Change-able
	Percent															
Both sexes																
Total, 6-11 years	0.6	2.0	5.0	6.6	0.4	0.4	1.7	4.1	0.5	1.0	4.9	5.5	83.9	78.0	65.3	57.2
6 years	-	2.1	6.5	2.2	-	-	1.2	1.2	-	1.1	7.5	2.2	90.2	77.0	56.8	61.2
7 years	0.4	2.6	3.2	3.4	-	0.4	1.6	9.3	-	1.0	1.8	4.4	83.8	76.7	69.2	61.6
8 years	-	1.8	7.4	6.2	-	0.8	1.2	2.4	0.8	0.4	4.0	9.6	82.7	78.0	63.4	51.8
9 years	0.9	2.3	4.7	12.5	0.2	0.5	1.8	4.8	-	1.5	7.3	6.1	83.2	77.3	66.5	56.0
10 years	1.5	1.5	4.7	9.2	0.9	0.9	3.5	4.6	1.5	1.0	6.1	8.9	79.6	80.2	62.9	54.3
11 years	0.7	2.0	3.9	8.8	1.1	0.2	0.6	3.9	0.4	0.9	2.9	4.2	85.7	79.1	71.3	56.5
Boys																
Total, 6-11 years	1.3	3.5	7.9	9.1	0.5	0.5	2.0	6.3	0.7	1.7	7.5	8.5	79.1	71.9	56.9	46.4
6 years	-	3.5	8.8	3.7	-	-	2.0	2.0	-	1.9	8.4	3.7	90.0	70.0	55.0	54.3
7 years	0.8	4.3	3.6	5.7	-	0.8	3.2	15.4	-	1.8	2.5	7.4	78.7	70.6	61.6	51.4
8 years	-	3.1	11.5	7.0	-	0.8	2.2	3.6	1.8	0.2	4.4	14.4	78.2	71.1	55.3	43.9
9 years	1.8	4.5	8.9	19.5	0.4	0.5	3.4	5.7	-	3.1	12.3	7.8	73.1	71.4	57.2	39.4
10 years	3.1	2.0	9.2	7.8	1.2	0.4	-	6.2	2.2	1.9	11.6	12.1	76.7	76.0	46.8	49.6
11 years	1.3	3.6	5.4	13.1	1.3	0.4	1.1	7.2	-	1.8	5.6	7.6	82.7	72.4	64.0	34.9
Girls																
Total, 6-11 years	-	0.5	1.8	2.5	0.2	0.3	1.3	0.5	0.2	0.2	2.0	0.5	88.3	84.3	74.2	75.0
6 years	-	0.8	3.4	-	-	-	-	-	-	0.4	6.1	-	90.0	83.7	58.6	70.8
7 years	-	0.8	2.8	-	-	-	-	-	-	0.4	1.1	-	90.1	83.5	76.2	76.4
8 years	-	3.2	2.6	4.8	-	0.4	-	-	-	0.7	3.5	-	86.1	86.1	72.6	66.1
9 years	-	-	-	-	-	0.4	-	3.1	-	-	1.8	3.1	93.5	83.0	76.6	85.0
10 years	-	1.0	0.9	13.1	0.6	1.3	6.5	-	0.7	-	1.6	-	82.2	84.4	76.1	65.9
11 years	-	0.4	2.1	3.5	0.9	-	-	-	0.9	-	-	-	88.8	85.6	78.8	82.4
Standard error, total	0.19	0.23	0.74	1.26	0.16	0.14	0.33	1.36	0.17	0.15	1.06	1.73	1.16	0.86	2.12	3.10

Table 43. Proportion of children 6-11 years of age showing degree of aggressive behavior by frequency chosen leader, age, and sex: United States, 1963-65

Age and sex	Fighting excessively			Too rough			Frequently injured			Very aggressive		
	Chosen leader			Chosen leader			Chosen leader			Chosen leader		
	More frequently than most	As often as most	Almost never	More frequently than most	As often as most	Almost never	More frequently than most	As often as most	Almost never	More frequently than most	As often as most	Almost never
	Percent											
Both sexes												
Total, 6-11 years	3.2	3.9	14.7	2.7	3.5	9.7	1.3	2.0	5.6	4.7	4.9	12.8
6 years	-	3.6	14.0	-	4.1	8.3	1.2	2.9	6.9	1.4	4.6	10.9
7 years	6.6	4.2	13.6	5.8	3.3	11.2	0.7	1.5	4.3	3.3	4.6	11.5
8 years	3.5	4.4	13.1	4.2	3.0	10.3	3.6	2.1	7.8	5.0	6.1	10.8
9 years	3.7	4.3	17.7	2.6	3.8	8.1	1.1	2.6	6.8	5.1	3.4	14.2
10 years	4.0	3.8	14.0	2.6	3.2	9.5	0.6	1.4	5.0	8.4	5.2	12.6
11 years	0.8	3.1	15.3	0.5	3.9	10.4	-	1.3	3.4	3.2	5.6	15.6
Boys												
Total, 6-11 years	6.0	6.3	20.6	5.1	6.2	14.5	0.8	2.1	5.4	7.9	8.4	18.9
6 years	-	4.9	20.8	-	5.9	13.5	-	3.7	8.1	3.8	6.1	17.6
7 years	11.8	7.3	22.7	7.8	6.3	17.6	1.5	1.4	4.8	5.6	8.6	18.4
8 years	6.6	8.2	16.3	8.8	5.6	14.2	1.1	1.8	7.0	10.4	10.9	14.7
9 years	5.6	6.5	24.8	5.0	7.3	12.8	1.6	2.5	7.1	8.6	6.8	21.2
10 years	8.3	5.7	18.7	5.4	5.0	16.6	-	1.5	5.2	10.7	8.3	19.6
11 years	1.5	4.7	19.7	0.9	7.4	13.1	-	1.5	1.4	5.4	9.5	20.8
Girls												
Total, 6-11 years	0.7	1.6	7.3	0.6	1.0	3.6	1.8	1.9	5.8	1.8	1.6	5.2
6 years	-	2.4	4.8	-	2.4	1.4	1.9	2.2	5.2	-	3.2	1.8
7 years	1.9	1.1	2.8	3.9	0.3	3.4	-	1.5	3.7	1.4	0.6	3.2
8 years	0.7	0.6	9.1	-	0.3	5.4	5.9	2.3	8.7	-	1.2	5.9
9 years	1.7	2.4	6.6	-	0.9	0.9	0.7	2.7	6.4	1.4	0.5	3.5
10 years	-	1.8	9.4	-	1.3	2.7	1.1	1.2	4.8	6.3	2.0	5.8
11 years	-	1.5	9.5	-	0.7	7.0	-	1.2	5.9	0.7	2.0	9.0
Standard error, total	0.70	0.44	0.88	0.71	0.34	0.83	0.48	0.25	0.63	0.77	0.33	0.83

Table 43. Proportion of children 6-11 years of age showing degree of aggressive behavior, by frequency chosen leader, age, and sex: United States, 1963-65—Con.

Age and sex	Using bad words			Other parents complain			Discipline not working			No discipline problem		
	Chosen leader			Chosen leader			Chosen leader			Chosen leader		
	More frequently than most	As often as most	Almost never	More frequently than most	As often as most	Almost never	More frequently than most	As often as most	Almost never	More frequently than most	As often as most	Almost never
	Percent											
Both sexes												
Total, 6-11 years	0.6	1.2	5.4	0.7	0.4	1.7	0.4	0.4	4.4	84.0	79.5	66.6
6 years	-	1.2	3.8	-	-	1.1	-	0.3	5.5	93.6	79.4	63.8
7 years	-	1.2	5.2	-	0.7	1.5	-	0.5	3.2	83.8	78.1	70.2
8 years	-	1.5	6.3	0.6	0.4	0.6	0.9	0.2	3.2	80.3	77.9	67.6
9 years	1.4	1.2	7.1	1.3	0.5	1.4	0.9	0.3	6.3	83.6	81.5	61.2
10 years	1.3	1.2	4.7	1.8	0.4	3.3	-	1.0	4.5	79.7	79.7	68.4
11 years	0.9	0.7	5.1	-	0.3	2.0	-	0.3	3.6	89.1	81.3	68.6
Boys												
Total, 6-11 years	1.4	2.2	8.2	1.2	0.5	2.1	0.7	0.8	6.5	82.2	73.6	58.1
6 years	-	2.4	4.4	-	-	1.9	-	0.6	7.4	92.8	75.9	54.8
7 years	-	1.8	8.9	-	1.4	2.7	-	0.7	5.3	77.7	72.2	60.1
8 years	-	2.5	10.2	1.3	0.5	1.1	2.0	0.5	3.7	83.4	69.1	60.3
9 years	2.7	2.5	11.7	2.5	0.6	2.0	1.8	0.7	9.3	75.6	76.1	50.8
10 years	2.8	2.4	5.8	2.4	-	2.7	-	1.6	8.4	79.6	74.6	60.2
11 years	1.7	1.4	7.3	-	0.7	2.3	-	0.7	5.1	89.0	74.1	62.3
Girls												
Total, 6-11 years	-	0.2	1.9	0.2	0.2	1.2	-	0.1	1.6	85.6	85.2	77.3
6 years	-	-	2.9	-	-	-	-	-	2.9	93.4	82.4	75.4
7 years	-	0.6	0.8	-	-	-	-	0.4	0.6	88.3	83.8	82.0
8 years	-	0.5	1.4	-	0.3	-	-	-	2.6	76.9	86.8	76.9
9 years	-	-	-	-	0.3	0.6	-	-	1.8	91.8	86.1	77.1
10 years	-	-	3.8	1.2	0.9	3.9	-	0.4	0.7	79.4	84.8	76.1
11 years	-	-	2.3	-	-	1.6	-	-	1.8	88.9	87.2	76.6
Standard error, total	0.37	0.13	0.46	0.30	0.10	0.36	0.24	0.12	0.54	1.45	0.68	1.14

Table 44. Proportion of children 6-11 years showing order chosen for side, by intellectual ability, age, and sex: United States, 1963-65

Age and sex	Chosen first			Neither first nor last			Always last			Order chosen changeable		
	Intellectual ability			Intellectual ability			Intellectual ability			Intellectual ability		
	Above average	Average	Below average	Above average	Average	Below average	Above average	Average	Below average	Above average	Average	Below average
	Percent											
Both sexes												
Total, 6-11 years	53.8	23.7	7.6	3.9	6.2	4.9	4.0	8.4	34.4	3.2	6.3	9.1
6 years	54.5	21.0	2.2	3.0	6.4	4.8	2.9	6.0	36.5	6.8	8.9	13.9
7 years	54.4	22.6	5.9	4.0	6.5	5.1	3.8	6.5	35.1	2.2	6.1	8.5
8 years	55.6	22.5	6.4	3.8	6.2	5.3	4.4	9.8	32.2	1.6	7.4	8.4
9 years	52.0	25.0	10.8	4.2	6.0	4.3	3.1	9.6	35.3	3.3	5.6	10.8
10 years	55.3	26.4	7.0	3.8	6.0	5.2	4.2	8.4	34.9	2.7	5.3	6.6
11 years	51.1	24.6	11.6	4.0	5.9	4.7	5.7	10.5	33.1	3.3	5.6	8.1
Boys												
Total, 6-11 years	52.2	23.6	9.2	3.8	6.1	5.2	5.7	8.2	28.9	4.4	7.5	9.8
6 years	53.0	19.1	1.5	3.5	6.4	4.6	4.1	6.6	36.2	7.9	10.1	15.8
7 years	52.8	21.8	6.6	3.7	6.6	5.4	7.6	4.5	30.8	2.5	7.6	8.7
8 years	56.7	18.9	6.8	3.4	6.3	5.9	5.7	9.7	28.0	3.0	8.2	6.2
9 years	50.8	27.6	12.1	3.8	5.7	4.6	5.0	9.2	29.7	5.8	6.0	12.2
10 years	51.4	26.9	11.2	3.8	5.7	5.8	6.7	8.7	22.2	3.9	7.6	8.5
11 years	48.8	28.1	13.4	4.2	5.5	4.9	5.0	11.0	28.5	3.9	5.4	9.2
Girls												
Total, 6-11 years	55.0	23.8	5.0	4.0	6.2	4.4	2.8	8.7	43.4	2.3	5.0	7.9
6 years	55.6	23.0	3.2	3.6	6.4	4.9	2.0	5.3	36.9	6.0	7.7	10.8
7 years	55.4	23.5	4.8	4.2	6.3	4.6	1.0	8.7	41.3	1.9	4.5	8.2
8 years	54.8	26.3	5.6	4.1	6.0	4.1	3.4	9.8	40.5	0.6	3.8	12.7
9 years	52.8	22.3	8.4	4.4	6.3	3.8	1.8	9.9	44.7	1.5	5.1	8.4
10 years	58.0	25.8	1.9	3.8	6.3	4.4	2.4	8.1	49.6	1.8	2.8	4.3
11 years	53.4	21.8	7.3	3.7	6.2	4.4	6.4	10.1	43.5	2.7	5.7	5.6
Standard error, total	2.01	0.94	1.06	0.20	0.08	0.21	0.61	0.46	1.93	0.47	0.38	1.02

Table 45. Proportion of children 6-11 years of age showing frequency chosen leader, by intellectual ability, age, and sex: United States, 1963-65

Age and sex	Chosen first			Chosen as often as most			Chosen almost never		
	Intellectual ability			Intellectual ability			Intellectual ability		
	Above average	Average	Below average	Above average	Average	Below average	Above average	Average	Below average
	Percent								
Both sexes									
Total, 6-11 years	31.6	8.5	1.9	59.0	70.5	35.2	9.4	21.0	63.0
6 years	25.8	5.2	0.8	66.6	77.7	35.3	7.6	17.2	63.9
7 years	27.2	7.5	1.1	65.8	73.5	38.2	7.1	19.1	60.9
8 years	34.6	10.2	3.2	58.0	70.2	32.6	7.6	19.6	64.4
9 years	32.7	9.6	1.1	57.3	69.5	35.7	10.0	21.0	63.3
10 years	36.1	9.7	1.9	55.1	68.0	37.7	9.0	22.3	60.6
11 years	32.3	9.2	2.8	52.8	63.5	31.8	15.1	27.3	65.5
Boys									
Total, 6-11 years	31.5	9.2	2.4	56.2	69.4	36.0	12.3	21.5	61.6
6 years	20.2	4.5	1.6	65.5	76.3	34.8	14.3	19.2	63.5
7 years	27.0	7.8	0.9	60.1	74.2	40.0	12.9	18.0	59.1
8 years	41.2	8.6	4.0	53.2	71.4	34.9	5.6	20.0	61.1
9 years	36.2	11.0	1.7	51.2	64.4	34.3	12.6	24.6	64.0
10 years	32.1	12.2	2.6	56.6	67.6	41.7	11.3	20.2	55.7
11 years	30.5	11.1	3.4	52.3	60.6	31.4	17.2	28.3	65.1
Girls									
Total, 6-11 years	31.7	7.9	0.9	61.2	71.6	33.8	7.1	20.5	65.2
6 years	30.0	5.9	-	67.4	78.8	35.9	2.7	15.3	64.1
7 years	27.3	7.1	1.4	70.0	72.7	35.4	2.7	20.2	63.2
8 years	29.9	11.1	1.6	61.1	68.8	27.7	9.0	19.2	70.7
9 years	30.3	8.1	-	61.5	74.6	37.8	8.1	17.3	62.2
10 years	38.9	6.9	1.0	53.8	68.5	32.8	7.3	24.6	66.2
11 years	34.0	7.6	1.5	53.1	65.8	32.5	12.8	26.5	66.0
Standard error, total	1.50	0.58	0.44	1.49	1.00	1.66	1.02	0.96	1.83

Table 46. Proportion of children 6-11 years of age showing order in which chosen for side, by academic performance, age, and sex: United States, 1963-65

Age and sex	Chosen first			Chosen neither first nor last			Always chosen last			Order chosen changeable		
	Academic performance			Academic performance			Academic performance			Academic performance		
	Above average	Average	Below average	Above average	Average	Below average	Above average	Average	Below average	Above average	Average	Below average
	Percent											
Both sexes												
Total, 6-11 years	57.1	24.3	7.6	37.5	62.6	50.4	2.9	7.0	33.1	2.4	6.1	9.0
6 years	57.6	21.7	3.4	33.7	64.3	53.2	2.3	4.9	33.5	6.5	9.2	10.1
7 years	56.6	24.4	5.5	39.0	65.9	52.0	2.9	4.7	33.3	1.6	5.1	9.3
8 years	60.4	22.0	7.7	35.5	63.3	53.3	3.5	8.1	32.5	0.7	6.7	6.7
9 years	57.2	25.5	7.5	38.0	61.6	47.3	3.2	7.0	34.8	1.7	6.0	10.6
10 years	57.0	27.6	7.3	38.8	60.2	51.5	2.2	7.6	32.7	2.0	4.6	8.6
11 years	53.6	25.2	12.8	40.0	60.3	46.7	3.3	9.8	32.0	3.2	4.7	8.7
Boys												
Total, 6-11 years	57.1	24.7	9.1	34.9	61.9	53.2	4.5	6.0	28.6	3.5	7.4	9.1
6 years	51.6	20.4	3.0	37.2	63.1	55.4	3.3	6.2	31.1	7.9	10.3	10.5
7 years	54.9	24.8	7.3	37.3	66.9	53.3	5.9	2.2	30.2	1.9	6.0	9.2
8 years	63.4	18.6	8.5	30.5	64.6	59.3	5.5	7.6	26.8	0.6	9.2	5.4
9 years	62.7	28.4	8.3	29.7	59.2	49.9	4.6	6.0	29.8	3.0	6.4	12.0
10 years	54.9	27.8	10.3	38.0	57.4	54.9	2.7	7.7	24.8	4.4	7.1	10.0
11 years	54.9	28.7	14.6	36.6	59.5	48.3	5.1	6.4	29.2	3.4	5.3	7.9
Girls												
Total, 6-11 years	57.0	24.0	4.9	39.4	63.3	45.4	1.8	8.0	40.9	1.7	4.8	8.7
6 years	62.5	22.8	4.1	30.7	65.2	49.8	1.5	3.7	36.8	5.2	8.2	9.3
7 years	57.6	23.9	2.8	40.1	64.7	49.8	1.0	7.3	37.9	1.3	4.0	9.5
8 years	58.4	25.2	5.8	38.7	61.8	39.0	2.2	8.7	45.6	0.7	4.2	9.7
9 years	53.7	22.5	5.8	43.1	63.9	42.1	2.3	8.1	44.2	0.9	5.5	7.8
10 years	58.4	27.3	3.6	39.3	63.2	47.0	1.8	7.8	42.8	0.4	1.9	6.7
11 years	52.4	22.3	8.5	42.8	60.9	42.7	1.8	12.6	38.3	3.0	4.2	10.6
Standard error, total	2.04	0.98	1.01	1.71	0.85	1.57	0.67	0.43	1.56	0.37	0.42	0.94

Table 47. Proportion of children 6-11 years of age showing frequency chosen leader, by academic performance, age, and sex: United States, 1963-65

Age and sex	Frequently chosen			Chosen as often as most			Almost never chosen		
	Academic performance			Academic performance			Academic performance		
	Above average	Average	Below average	Above average	Average	Below average	Above average	Average	Below average
	Percent								
Both sexes									
Total, 6-11 years	34.3	8.4	2.2	58.9	72.9	35.1	6.8	18.7	62.8
6 years	28.0	5.2	0.8	64.9	79.2	37.0	7.3	15.7	62.4
7 years	27.5	8.5	1.2	67.1	76.5	37.8	5.6	15.1	61.1
8 years	38.5	9.0	4.1	56.2	73.8	32.4	5.4	17.3	63.7
9 years	37.0	9.0	0.8	54.6	73.7	34.2	8.5	17.4	65.1
10 years	38.5	9.4	3.3	55.3	70.1	35.9	6.3	20.5	60.9
11 years	35.2	9.8	2.6	56.7	63.5	33.7	8.3	26.8	63.8
Boys									
Total, 6-11 years	36.4	9.1	2.8	54.4	72.8	36.7	9.1	18.1	60.4
6 years	19.8	5.0	1.3	67.6	77.1	39.1	12.5	17.9	59.6
7 years	27.3	9.3	1.2	62.2	78.1	40.4	10.5	12.6	58.3
8 years	48.4	7.4	5.3	47.9	76.5	35.0	3.6	16.1	59.7
9 years	48.7	9.6	1.3	41.2	71.1	32.9	10.1	19.3	65.8
10 years	36.1	11.3	4.5	56.0	70.2	39.7	7.9	18.5	55.8
11 years	37.1	12.5	3.2	52.2	62.3	35.0	10.7	25.2	61.9
Girls									
Total, 6-11 years	32.8	7.8	1.0	62.0	72.9	32.2	5.2	19.2	66.8
6 years	34.7	5.4	-	62.3	80.9	33.7	3.0	13.7	66.3
7 years	27.4	7.7	1.1	70.1	74.7	33.9	2.4	17.6	65.1
8 years	32.1	10.6	1.4	61.3	71.0	26.2	6.6	18.4	72.4
9 years	29.7	8.3	-	62.8	76.3	36.5	7.5	15.4	63.5
10 years	40.1	7.4	1.8	54.7	69.9	31.2	5.2	22.7	67.0
11 years	33.5	7.7	1.2	60.2	64.4	30.7	6.3	28.0	68.1
Standard error, total	1.64	0.55	0.38	1.72	0.98	1.73	1.00	0.96	1.76

APPENDIX I

STATISTICAL NOTES

The Survey Design

The sample design for the second cycle of the Health Examination Survey, similar to the one used for the first cycle, was that of a multistage, stratified probability sample of loose clusters of persons in land-based segments. Successive elements dealt within the process of sampling are primary sampling unit (PSU), census enumeration district (ED), segment, household, eligible child (EC), and the sample child (SC).

At the first stage, the nearly 2,000 PSU's into which the United States (including Hawaii and Alaska) had been divided and then grouped into 357 strata for use in the Current Population Survey and the Health Interview Survey were further grouped into 40 superstrata for use in Cycle II of the Health Examination Survey. The average size of each Cycle II stratum was 4.5 million persons, and all strata fell between the limits of 3.5 and 5.5 million. Grouping into 40 strata was done in a way that maximized homogeneity of the PSU's included in each stratum, particularly with regard to the degree of urbanization, geographic proximity, and degree of industrialization. The 40 strata were classified into four broad geographic regions (each with 10 strata) of approximately equal population and cross-classified into four broad population density groups (each having 10 strata). Each of the 16 cells contained either two or three strata. A single stratum might include only one PSU, only part of a PSU (e.g., New York City which represented two strata), or several score PSU's.

To take account of the possible effect that the rate of population change between the 1950 and 1960 Census might have had on health, the 10 strata within each region were further classified into four classes ranging from those with no increase to those with the greatest relative increase. Each such class contained either two or three strata.

One PSU was then selected from each of the 40 strata. A controlled selection technique was used in which the probability of selection of a particular PSU was proportional to its 1960 population. In the controlled selection an attempt was also made to maximize the spread of the PSU's among the States. While not every one of the 64 cells in the 4x4x4 grid contributes a PSU to the sample of 40 PSU's, the controlled selection technique ensured the sample's matching the marginal distributions in all three dimensions and being closely representative of all cross-classifications.

Generally, within a particular PSU, 20 ED's were selected with the probability of selection of a particular ED proportional to its population in the age group 5-9 years in the 1960 Census, which by 1963 roughly approximated the population in the target age group for Cycle II. A similar method was used for selecting one segment (clusters of household) in each ED. Each of the resultant 20 segments was either a bounded area or a cluster of households (or addresses). All of the children in the age range properly resident at the address visited were EC's. Operational considerations made it necessary to reduce the number of prospective examinees at any one location to a maximum of 200. The EC's to be excluded for this reason from the SC group were determined by systematic subsampling.

The total sample included 7,417 children from 25 different States in the age group 6-11 years with approximately 1,000 in each of the single years of age.

Reliability

Measurement processes employed in the survey were highly standardized and closely con-

trolled. Of course, this does not mean that the correspondence between the real world and the survey results is exact. Data from the survey are imperfect for three major reasons: (1) results are subject to sampling error, (2) the actual conduct of a survey never agrees perfectly with the design, and (3) the measurement processes themselves are inexact even though standardized and controlled.

The first report on Cycle II[2] describes in detail the faithfulness with which the sampling design was carried out. It notes that out of the 7,417 sample children the 7,119 who were examined—a response rate of 96 percent—gave evidence that they were a highly representative sample of children of this age in the noninstitutional population of the United States. The response levels for the various demographic subgroups—including those for age, sex, race, region, population density, parents' educational level, and family income—show no marked differentials. Hence it appears unlikely that nonresponse could bias the findings much in these respects.

Data recorded for each sample child are inflated in the estimation process to characterize the larger universe of which the sample child is representative. The weights used in this inflation process are a product of the reciprocal of the probability of selecting the child, an adjustment for nonresponse cases, and a poststratified ratio adjustment which increases precision by bringing survey results into closer alignment with known U.S. population figures by color and sex within single years of age 6-11.

In the second cycle of the Health Examination Survey the sample was the result of three stages of selection—the single PSU from each stratum, the 20 segments from each sample PSU, and the sample children from the eligible children. The probability of selecting an individual child is the product of the probability of selection at each stage.

Since the strata are roughly equal in population size and a nearly equal number of sample children were examined in each of the sample PSU's, the sample design is essentially self-weighting with respect to the target population; that is, each child 6-11 years had about the same probability of being drawn into the sample.

The adjustment upward for nonresponse is intended to minimize the impact of nonresponse on final estimates by imputing to nonrespondents the characteristics of "similar" respondents. Here "similar" respondents were judged to be examined children in a sample PSU having the same age (in years) and sex as children not examined in that sample PSU.

The poststratified ratio adjustment used in the second cycle achieved most of the gains in precision which would have been attained if the sample had been drawn from a population stratified by age, color, and sex and made the final sample estimates of population agree exactly with independent controls prepared by the Bureau of the Census for the noninstitutional population of the United States as of August 1, 1964 (approximate midsurvey point), by color and sex for each single year of age 6 through 11. The weight of every responding sample child in each of the 24 age, color, and sex classes is adjusted upward or downward so that the weighted total within the class equals the independent population control.

Sampling and Measurement Error

In the present report, reference has been made to efforts to minimize bias and variability of measurement techniques.

The probability design of the survey makes possible the calculation of sampling errors. The sampling error is used here to determine how imprecise the survey test results may be because they come from a sample rather than from the measurements of all elements in the universe.

The estimation of sampling errors for a study of the type of the Health Examination Survey is difficult for at least three reasons: (1) measurement error and "pure" sampling error are confounded in the data—it is not easy to find a procedure which will either completely include both or treat one or the other separately, (2) the survey design and estimation procedure are complex and accordingly require computationally involved techniques for the calculation of variances, and (3) from the survey are coming thousands of statistics, many for subclasses of the population for which there are a small number of cases. Estimates of sampling error are obtained from the sample data and are themselves subject to sampling error which may be

large when the number of cases in a cell is small or even occasionally when the number of cases is substantial.

Estimates of approximate sampling variability for selected statistics used in this report are presented in the detailed tables. These estimates have been prepared by a replication technique which yields overall variability through observation of variability among random subsamples of the total sample. The method reflects both "pure" sampling variance and a part of the measurement variance.

In accordance with usual practice, the interval estimates for any statistic may be considered the range within one standard error of the tabulated statistic with 68-percent confidence, or the range within two standard errors of the tabulated statistic with 95-percent confidence. The latter is used as the level of significance in this report.

An approximation of the standard error of a difference $d = x - y$ of two statistics x and y is given by the formula $S_d = (S_x^2 + S_y^2)^{1/2}$ where the S_x and S_y are the sampling errors, respectively, of x and y, shown in the detailed tables.

Small Categories

In some tables, magnitudes are shown for cells for which the sample size is so small that the sampling error may be several times as great as the statistic itself. Obviously in such instances the statistic has no meaning in itself except to indicate that the true quantity is small. Such numbers, if shown, have been included in the belief that they may help to convey an impression of the overall story of the table.

77

APPENDIX II SCHOOL QUESTIONNAIRE

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE

HES-243

National Center for Health Statistics
Health Examination Survey

SUPPLEMENTAL INFORMATION FROM SCHOOL

The child whose name appears below is one of the sample of children being studied in the Health Examination Survey. Please complete this form on the basis of school records and/or information the child's teacher or other school official may have. Please return it in the enclosed franked envelope. This child's parent or guardian has given us written authorization to obtain information from the school.

School Number ☐☐☐☐☐ Sample Child Number ☐☐☐

Name of child: _____
(Last Name) (First Name) (Middle Name)

Home address (for identification) _____

1. Birth date: _____
(Month) (Day) (Year)

2. Present grade placement of this child _____

NOTE: If this grade placement is qualified in any way, please so indicate. (e.g., "Fourth generally, but placed with third grade for _____ (specify") _____

3. Have any grades been skipped or double promotions given? ☐ Yes ☐ No

4. Have any grades been repeated for any reason? ☐ Yes ☐ No

5. If "Yes" above, give reason: ☐ academic failure ☐ social immaturity
☐ excessive absenteeism
☐ other (specify) _____

6. Has this child been absent from school an unusual number of times or for an unusually long period in the most recent 6 months for which you have attendance records: ☐ Yes ☐ No ☐ Don't know ☐ Not applicable

7. If "Yes" above, what is the main reason for the absence?
☐ Illness of child ☐ Illness in family
☐ Other (specify) _____
☐ Unknown ☐ Not applicable

(Page 1)

8. If the following special resources were available, check those you would recommend for this child:

   a. ☐ Special provision for hard of hearing.

   b. ☐ Special provision for "sight saving".

   c. ☐ Speech therapy.

   d. ☐ Special provision for orthopedically handicapped.

   e. ☐ Special provision for gifted children.

   f. ☐ Special provision for "slow learners".

   g. ☐ Class for mentally retarded.

   h. ☐ Special provision for emotionally disturbed.

   i. ☐ Other (specify) _____.

   j. ☐ None of above.

9. If you have checked any of the above items "a" thru "i", are the particular resources checked available for this child?
   ☐ Yes (If several checked, specify which available: _____)
   ☐ No ☐ Not applicable

10. If "Yes" above, are those resources being used by the child? ☐ Yes ☐ No
    If "Yes" in item 9, but "No" in 10, what is the reason? _____
    _____.

11. Which one of these statements most accurately describes this child?

    ☐ A. His adjustment is at times a concern. You think of him as a problem or future problem.

    ☐ B. Unusual in his ability to cope with normal situations. At least occasionally have thought of him as "unusually well adjusted."

    ☐ C. You rarely think of him in terms of his behavior. He is not described by A or B.

12. As you know, the ability to pay attention to a task and to sustain attention (concentrate) changes with age, although children of the same age differ. Check the item which best describes the child in the classroom situation.

    ☐ A. Pays attention as well as most children his age.

    ☐ B. Characteristically is more attentive than others his age.

    ☐ C. Characteristically is less attentive than others his age.

    ☐ D. No basis for judging which of above fits this child.

13. In the classroom situation which one of these statements most nearly describes this child?

☐ A. Almost constantly moving, inappropriately talks out loud, drops things, leaves his seat when he should not, finds reasons to be "on-the-move".

☐ B. Slightly more restless than most children his age. But usually is not a problem in the classroom.

☐ C. Shows average amount of restlessness if fatigued, bored, etc. Motor activity level is as expected for his age.

☐ D. Remains quiet long after the average child has become restless. Sometimes seems too controlled for his age.

☐ E. No basis for judging which of above fits this child.

14. Below are a list of statements which may or may not describe this child. If the statement is descriptive of him/her, place a check mark (✓) in front of the statement. If it does not describe this child, leave the space blank. (You may check several items).

☐ A. Other children frequently accuse him of fighting.
☐ B. "Accidentally" trips, shoves or hits other children. Is too "rough" with other children.
☐ C. Frequently comes to your attention because he has been injured.
☐ D. Agressive behavior frequently makes disciplinary action necessary.
☐ E. Children frequently complain that he uses bad words.
☐ F. Parents of other children call to complain about his behavior.
☐ G. No method of discipline seems to work with him.
☐ H. No basis for judging about this child in these areas.
☐ I. None of above statements describe this child.

15. How frequently is any specific disciplinary action required for this child?

☐ A. Frequently ☐ B. Occasionally
☐ C. Never ☐ D. No basis for judging which of above fits this child.

16. When children"choose sides" is this child usually

☐ A. Among the first few to be chosen.
☐ B. Neither among the first nor the last ones chosen.
☐ C. Almost always among the last ones chosen.
☐ D. Relationship to group so changeable you can't predict order in which he would likely be chosen.
☐ E. No basis for judging which of above fits this child.

17. When a leader is chosen by the group, is this child

- ☐ A. Chosen more frequently than the average child.
- ☐ B. Chosen about as often as the majority of the children.
- ☐ C. Almost never chosen.
- ☐ D. No basis for judging which of above fits this child.

18. With respect to intellectual ability, would you judge this child to be:

- ☐ A. About average for his age (neither in the top - about one-fourth, nor the bottom - about one-fourth)
- ☐ B. Clearly above average for his/her age (In about the top fourth).
- ☐ C. Clearly below average for his/her age (In about the bottom fourth).
- ☐ D. No basis for judging this child.

19. With respect to academic performance, would you judge this child to be:

- ☐ A. About average for his/her age (neither in the top - about one-fourth, nor the bottom - about one-fourth).
- ☐ B. Clearly above average for his/her age (In about the top fourth).
- ☐ C. Clearly below average for his/her age (In about the bottom fourth).
- ☐ D. No basis for judging this child.

20. How long have you (the person providing the above information) known this child?

- ☐ Less than one month.
- ☐ More than one but less than six months.
- ☐ More than six months but less than one year.
- ☐ More than one year.

21. In what capacity have you known this child?

- ☐ Teacher in classroom.
- ☐ Teacher in special area (specify) _____
- ☐ School principal or assistant
- ☐ Other. (specify) _____

22. Name of respondent providing information on this child

_____

_____
(School)

23. Date completed _____

☆ U. S. GOVERNMENT PRINTING OFFICE : 1972 482-003/2

VITAL AND HEALTH STATISTICS PUBLICATION SERIES

Formerly Public Health Service Publication No. 1000

Series 1. Programs and collection procedures.—Reports which describe the general programs of the National Center for Health Statistics and its offices and divisions, data collection methods used, definitions, and other material necessary for understanding the data.

Series 2. Data evaluation and methods research.—Studies of new statistical methodology including: experimental tests of new survey methods, studies of vital statistics collection methods, new analytical techniques, objective evaluations of reliability of collected data, contributions to statistical theory.

Series 3. Analytical studies—Reports presenting analytical or interpretive studies based on vital and health statistics, carrying the analysis further than the expository types of reports in the other series.

Series 4. Documents and committee reports.—Final reports of major committees concerned with vital and health statistics, and documents such as recommended model vital registration laws and revised birth and death certificates.

Series 10. Data from the Health Interview Survey.—Statistics on illness, accidental injuries, disability, use of hospital, medical, dental, and other services, and other health-related topics, based on data collected in a continuing national household interview survey.

Series 11. Data from the Health Examination Survey.—Data from direct examination, testing, and measurement of national samples of the civilian, noninstitutional population provide the basis for two types of reports: (1) estimates of the medically defined prevalence of specific diseases in the United States and the distributions of the population with respect to physical, physiological, and psychological characteristics; and (2) analysis of relationships among the various measurements without reference to an explicit finite universe of persons.

Series 12. Data from the Institutional Population Surveys—Statistics relating to the health characteristics of persons in institutions, and their medical, nursing, and personal care received, based on national samples of establishments providing these services and samples of the residents or patients.

Series 13. Data from the Hospital Discharge Survey.—Statistics relating to discharged patients in short-stay hospitals, based on a sample of patient records in a national sample of hospitals.

Series 14. Data on health resources: manpower and facilities.—Statistics on the numbers, geographic distribution, and characteristics of health resources including physicians, dentists, nurses, other health occupations, hospitals, nursing homes, and outpatient facilities.

Series 20. Data on mortality.—Various statistics on mortality other than as included in regular annual or monthly reports—special analyses by cause of death, age, and other demographic variables, also geographic and time series analyses.

Series 21. Data on natality, marriage, and divorce.—Various statistics on natality, marriage, and divorce other than as included in regular annual or monthly reports—special analyses by demographic variables, also geographic and time series analyses, studies of fertility.

Series 22. Data from the National Natality and Mortality Surveys.—Statistics on characteristics of births and deaths not available from the vital records, based on sample surveys stemming from these records, including such topics as mortality by socioeconomic class, hospital experience in the last year of life, medical care during pregnancy, health insurance coverage, etc.

For a list of titles of reports published in these series, write to:

Office of Information
National Center for Health Statistics
Public Health Service, HSMHA
Rockville, Md. 20852

.1 82